



**DATE:** July 7, 2021  
**FROM:** Members of the D.C. State Board of Education  
**RE:** **Teacher and Principal Attrition in the District's Public Schools**

## **Overview**

Teacher and principal attrition—the rate at which educators and leaders leave their schools on a yearly basis to teach at and lead another school or exit the profession entirely—is a persistent challenge for school districts nationwide. Research shows that teaching experience is positively associated with student achievement gains throughout a teacher's career, and that a teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment.<sup>1</sup> We also know from research that teacher replacement costs—including expenses related to separation, recruitment, hiring, and training—can set urban districts back financially by more than \$20,000 *per teacher*. Such budgetary burdens could instead go towards teacher mentoring and other learning opportunities that help teachers stay at their schools and hone their educator skills.<sup>2</sup>

Through its October 2018<sup>3</sup> and October 2019<sup>4</sup> reports and this recently-commissioned report update, the D.C. State Board of Education (SBOE) continues to find that ***average annual teacher attrition, over the last six (6) years, at the school level in both District of Columbia Public Schools (DCPS) and public charter schools has been about 25 percent.*** The DCPS rate has trended downward over the last few years (20 percent in school year 2018–19 and 17 percent in school year 2019–20) and public charter school rates (23 percent) dropped in the school year 2019–20 after having increased every year since school year 2016–17. The report also draws comparisons between the District and national attrition averages (16 percent) and other urban school districts (19 percent), pre-COVID-19 pandemic.

Since 2018, the State Board has prioritized research to study teacher attrition rates in the District. The goal of this work has been to understand the reasons why teachers decide to depart the classroom, their schools, their educational sector (i.e., traditional public, public charter), and the profession entirely, and what could have been done to have helped them stay. The State Board hosted forums, solicited external feedback through its public portal, convened numerous panels of students, award-winning educators, deans and leaders of area schools of education, and non-profit and national associations, testified before the Council of the District of Columbia on its bill<sup>5</sup> to expand and publicly report teacher data annually, and heard numerous public witnesses share their insights on teacher attrition at the State Board's monthly public meetings.

<sup>1</sup> [Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research](#), Learning Policy Institute, June 2016

<sup>2</sup> [Why Addressing Teacher Turnover Matters](#), Learning Policy Institute, November 2017

<sup>3</sup> [Teacher and Principal Turnover in Public Schools in the District of Columbia](#), DC State Board of Education, October 2018

<sup>4</sup> [Teacher and Principal Turnover in Public Schools in the District of Columbia](#), DC State Board of Education, October 2019

<sup>5</sup> On October 23, 2020, the State Board provided government testimony on its bill, [B23-0515 - Statewide Educational Data Warehouse Amendment Act of 2019](#).



In February 2020, the State Board conducted a research study of nearly 250 recently exited teachers to probe the main drivers of teacher departure in the District during the 2018–19 and 2019–20 school years using an electronic survey and a series of focus groups.<sup>6</sup> And, more recently, in March 2021, the State Board looked to better understand the effects of the COVID-19 pandemic on teacher departure and other teacher-related concerns through its All-Teacher Survey of 1,060 public-school teachers from 185 schools.<sup>7</sup> Detailed findings of both of these reports can be accessed by visiting: [sboe.dc.gov/page/teacher-retention](https://sboe.dc.gov/page/teacher-retention).

### **The Report, Research, and Data**

Similar to the State Board’s October 2018 and October 2019 reports, this new report documents “teacher attrition” rates for both DCPS and public charter schools using a combination of local data sources, including annual performance reports, staff databases, and records acquired through the oversight function of the Council of the District of Columbia and from Freedom of Information Act (FOIA) requests. To date, the District still lacks a publicly accessible annual teacher dataset that could be used as a baseline—so, like the previous reports, data were again extracted from other records and manually assembled and cleaned. This report breaks down attrition by grade level, sector, and in the case of DCPS, teacher IMPACT rating.<sup>8</sup>

- **Annual school-level:** Average annual school-level teacher attrition in both DCPS and charter schools is about 25 percent, though the DCPS rate has trended downward over the last few years (17 percent most recently in school year 2019–20). Nationally, pre-COVID-19 pandemic, the school-level rate was about 16 percent—with urban district rates higher, at 19 percent on average.
- **Annual school-level (by ward) (3-year average):** Annual teacher attrition in DCPS neighborhood schools remains the highest in Wards 5 and 8, around 25 percent each (down from previous years (30 percent)). Rates are lowest in Wards 1, 2, and 3—ranging from 16–19 percent each (down from previous years (20 percent)). Charter school rates do not match up with wards.
- **Annual school-level (by at-risk students):** In both DCPS and charter schools, the rate of annual teacher departure rises with the percentage of students designated at-risk.<sup>9</sup> District teachers leave schools at an annual rate of 15–18 percent (down from previous years (18–20 percent)) when the proportion of students designated at risk is below 20 percent, while

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<sup>6</sup> [DC Teacher Attrition Survey](#), DC State Board of Education, February 2020

<sup>7</sup> [Teacher Survey Analysis: Spring 2021 Administration](#), DC State Board of Education, March 2021

<sup>8</sup> Established in 2009, [IMPACT](#) is a DCPS evaluation tool that gives all school-based personnel ratings and feedback based on measures of their performance.

<sup>9</sup> At-risk is defined by students who are homeless, in foster care, recipients of welfare and/or food stamps, and overage for grade level in high school.

schools with the highest percentages of students designated at risk lose almost a quarter of its teachers each year (down from previous years (29 percent)) of their teachers each year.

- **Annual school-level (by grade configuration) (3-year average):** Annual teacher attrition is highest in DCPS middle and high schools, at about 25 percent, compared to 18 percent in DCPS elementary schools. The grade structure of public charter schools, on the other hand, is highly variable and fluid in grade configuration, so these schools were excluded from this portion of the analysis.

As a state-level agency, the State Board recognizes there are limitations to this report and its predecessors due to the manner in which public system- and school-level data were collected—as such, the State Board continues to see value in further refinement of any analysis and the need for more accessible public data. Previous State Board reports included comparisons to an October 2019 report<sup>10</sup> co-published by the Office of the State Superintendent of Education (OSSE) and TNTP on the District’s teacher workforce. At this time, there is no updated report on which the State Board can draw state-level comparisons.

Furthermore, the State Board has not drawn any definitive conclusions as to whether the recent downward rates of teacher attrition are attributed to positive changes in system- and school-level policies or due to the uncertainties of the COVID-19 pandemic. As the report notes, *“Teacher turnover in the District is still higher than elsewhere, not just in the nation, but in other cities. Rates of departure vary greatly from school to school, but almost all are still in double digits and they are significantly higher in schools serving students designated at-risk.”*

### **Feedback and Next Steps**

The State Board has appreciated the engagement from the various District’s education agencies—OSSE, the Office of the Deputy Mayor for Education (DME), DCPS, the D.C. Public Charter School Board (PCSB)—and numerous other stakeholders since 2018 related to its teacher attrition work. The issue of teacher attrition has been a consistent part of the education policy discussion in the District and continues to be amplified, as we work to identify appropriate policy solutions. Yet, even with this increased discussion, the issue of teacher attrition is still of utmost importance as the District recovers from the COVID-19 pandemic—teachers, now more than ever, need the social and emotional health supports and systemic changes in place to ensure that they continue to be valued, uplifted, and properly engaged in their schools.

The State Board’s work and this updated report continue to provide promising steps towards a better understanding of teacher attrition in the District—and a possible harbinger of good things to come for our schools. However, in order to continue this work, the State Board anticipates taking the following next steps:

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<sup>10</sup> [District of Columbia Teacher Workforce Report](#), OSSE and TNTP, October 2019 (pg. 25)

- **Reintroduce its Teacher Data Legislation Bill:** The State Board recognizes the need for—and will continue to call for the creation and maintenance of—a single comprehensive and publicly available source of teacher attrition data. The State Board will submit the “Statewide Educational Data Warehouse Amendment Act of 2021” to the Council of the District of Columbia for their consideration and approval. A previous version of this bill<sup>11</sup> was submitted in 2019 and a hearing was held before the Committee on Education on October 23, 2020. The legislation amends the State Education Office Establishment Act of 2000 to require the OSSE to publicly report data relevant to understanding teacher retention and attrition, including information on teachers’ experience, years at the school, demographic information, type of credential, and teacher preparation program.
- **Evaluate Educator Preparation Providers (EPPs):** In partnership with OSSE, the State Board is reviewing EPP accreditation standards and will consider updated EPP regulations for approval through the summer and into early fall 2021. The State Board’s Teacher Practice Committee is also hosting conversations with EPPs and other stakeholders in the District to learn more about their course offerings and to explore ways to establish grow-your-own programs and pathways.
- **Analyze implications and value of IMPACT:** The State Board recognizes and applauds DCPS Chancellor Lewis Ferebee for launching a multi-year comprehensive review of IMPACT and looks forward to receiving and reviewing the findings of the American University’s School of Education study.<sup>12</sup> The State Board’s previous survey research found IMPACT to be the primary driver of teacher departure in DCPS (24 percent) and during the COVID-19 pandemic, nearly 70 percent of teachers stated that their teacher evaluation would not be fair or credible. Furthermore, this updated report found that about two-thirds of teachers rated “ineffective” in school year 2019–20 did not leave the profession. All of these findings suggest the need for further analysis of the teacher evaluation tools used in DCPS.
- **Develop mentoring programs for teachers at all schools:** According to the State Board’s 2020 D.C. Teacher Attrition Study, 34 percent of respondents had less than five years of teaching experience and 70 percent less than 10 years.<sup>13</sup> Considering this, a recommendation to increase retention rates and build a supportive work environment is to encourage all District LEAs to develop and expand existing mentoring programs, pairing more experienced teachers with less experienced teachers. A mentoring program can help develop relationships among teachers while fostering a collaborative work environment. Not every teacher will be highly effective in their first or second year of teaching—effective teachers are developed through experience and support. When school systems

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<sup>11</sup> [B23-0515 - Statewide Educational Data Warehouse Amendment Act of 2019](#)

<sup>12</sup> <https://www.american.edu/media/news/20200124-soe-dcps-impact.cfm>

<sup>13</sup> [2020 D.C. Teacher Attrition Study, Page 15](#)



lose staff at a high rate, it becomes difficult to build a new teacher's skillset, let alone a strong workplace culture where staff feel supported.

- **Improve school culture and teacher workload:** A common thread throughout the State Board's research on teacher retention was teachers' dissatisfaction with school culture and leadership. The State Board recognizes that school and workplace culture impacts students, as it is difficult for students to develop trusting relationships with teachers when teachers are leaving. Taking this into account, the State Board would like to encourage all District LEAs to further examine ways to improve and develop a strong school culture.
- **Create statewide professional development program for school-level leadership:** The State Board encourages OSSE to consider implementing a statewide professional development program that is directed towards training school-level leadership. According to the State Board's 2020 D.C. Teacher Attrition Study, "leadership was routinely cited as the biggest driver of teachers' experiences at their school."<sup>14</sup> While there is no singular panacea to improve school-level leadership, a statewide discussion and implementation of successful and appropriate professional development strategies for both school leaders in both sectors should be considered.

### **Contact**

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<sup>14</sup> [2020 D.C. Teacher Attrition Study, Page 10](#)



**TEACHER AND PRINCIPAL TURNOVER IN PUBLIC  
SCHOOLS IN THE DISTRICT OF COLUMBIA**

**2021 UPDATE**

**Prepared by Mary Levy**

**June 2021**

**Report Commissioned by the District of Columbia State Board of Education**

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# **TEACHER AND PRINCIPAL TURNOVER IN PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA**

## **2021 UPDATE and SYNTHESIS**

### **EXECUTIVE SUMMARY**

This paper, like its predecessors of 2018 and 2019, was commissioned by the District of Columbia State Board of Education (SBOE), an elected body of nine members—one from each of the city’s eight wards and one chosen at large. The State Board has found that the rate at which educators leave their schools each year is a persistent challenge for schools and that there is evidence that higher rates of turnover are associated with lower student achievement. In the course of the intervening years, SBOE has conducted research studies and surveys, convened meetings, held hearings, and set up an online portal to better understand the reasons underlying high rates of teacher and principal turnover and to assemble proposals to ameliorate them in the District.

This study, which updates and includes the material of the 2018 and 2019 studies, deals only with the rates of turnover. It sets forth the levels of teacher and principal turnover and connects them with certain school characteristics. It relies on existing public information to determine annual turnover rates and trends, first at the level of our two public school sectors—the District of Columbia Public Schools (DCPS) and the public charter schools—and at the school level. It presents seven- and three-year teacher data for DCPS and three- and six-year data for the charter schools, school-by-school, then for schools grouped by ward, grade configuration (elementary, middle, etc.), and percentage of at-risk school enrollment by quintiles (0-20%, 20-40%, etc.). Principal data follow a similar template, with eight and five-year scopes for DCPS and a seven year scope for public charter schools. Comparisons with the nation as a whole and with other cities follow, to the limited extent that comparable data are available, along with questions for future study and recommendations by SBOE members.

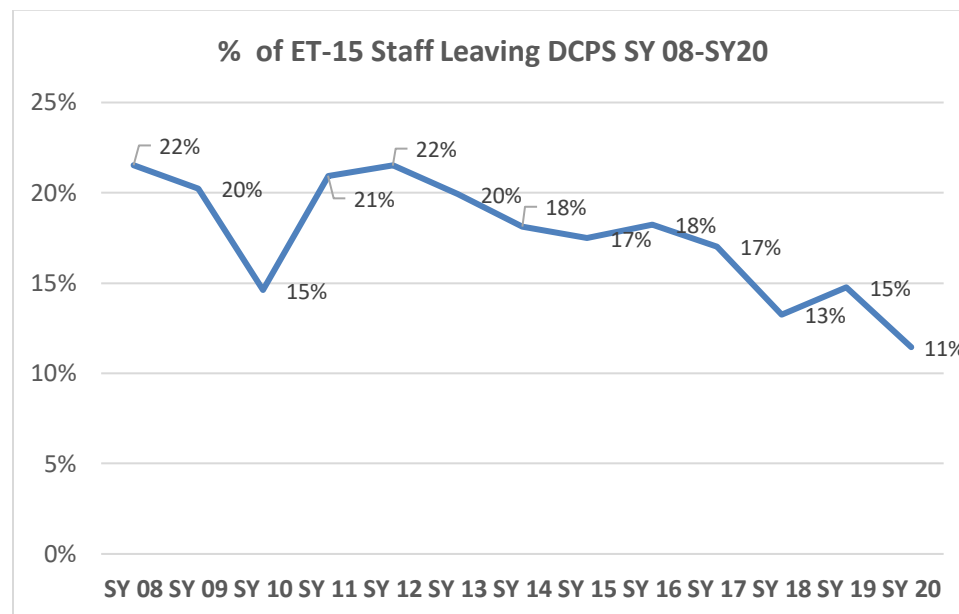
In general, teacher departures have occurred at similar levels in both DCPS and charter schools and the predominant trends have been flat, neither up nor down. However, two years ago (i.e., between SY 2017-18 and SY 2018-19), and in the last year only DCPS turnover rates dropped in virtually every category studied, including ward level, grade configuration, and percentage of at-risk enrollment. Charter school turnover also dropped in the last year. With one exception, we have no reports of teacher attrition in the last year; that exception is a study of six large urban districts. In the three years before 2020, their teachers left at an average rate of 17.3%, but in 2020 the rate dropped to 12.6%, a drop comparable to that in DCPS. We cannot know yet whether this is a one-year only phenomenon due to the COVID-19 pandemic or other factors, or a harbinger of better times to come. Teacher turnover in the District of Columbia is still higher than elsewhere, not just in the nation, but in other cities. Rates of departure vary greatly from school to school, but almost all are still in double

digits and they are significantly higher in schools serving students designated at-risk. Principal turnover was generally similar between DCPS and public charter schools, but has gone down in DCPS while trending flat in charter schools. As is *not* the case with teachers, principal turnover is mostly similar to national and other city levels.

**NOTE on School Year designations:** *references to year of teachers’ or principals’ leaving are as of the end of the school year. I.e., in the first table below, 13% of the 2017-18 teacher workforce left as of June 2018. Short-form year designations are like those used in fiscal years, identifying them by the latter part of the period. For example, SY 18 and SY 2018 are short for SY 2017-18. The designation “Left 2018” means that staff left as of June 2018.*

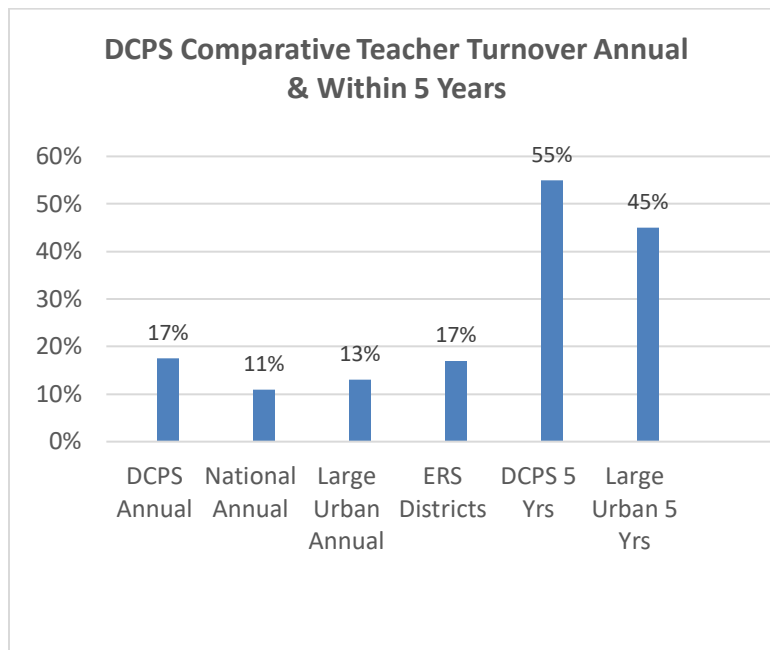
### Principal findings on teacher turnover:

- Teacher turnover at the DCPS *system* level—the numbers leaving the system altogether—now averages 17% over the last twelve years with lesser percentages in the last three years, especially last year, between SY 2020 and SY 2021. This downward trend is correlated—and may well be related to a downward trend in principal turnover. Since the charter sector is composed of autonomous schools, figures for that sector would not be meaningful and are not tracked here.

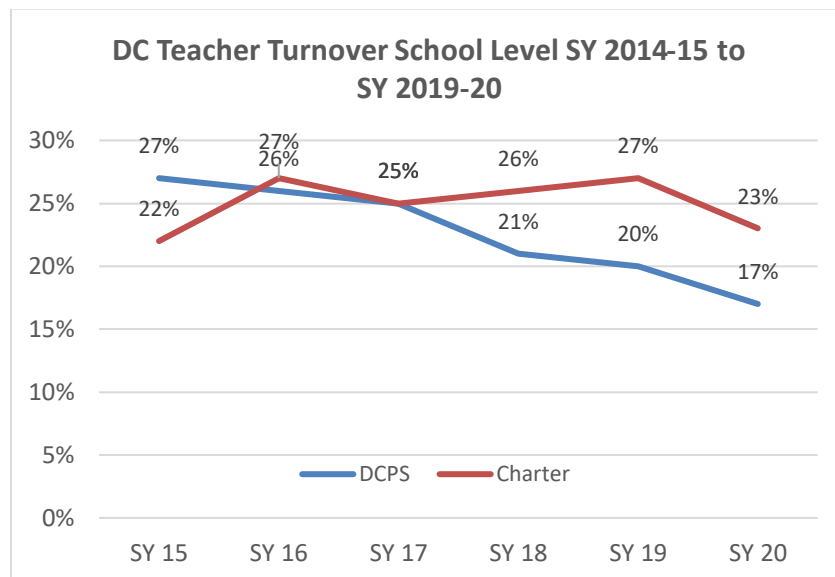


- Across the nation—where updating studies are not available—research has found annual attrition rates of 8-11%, while among 16 urban districts in recent study, the average annual departure rate was 13%. Six districts working a research-practice organization showed an average annual attrition rate of 17% from 2017 through 2019, but like DCPS, their rate

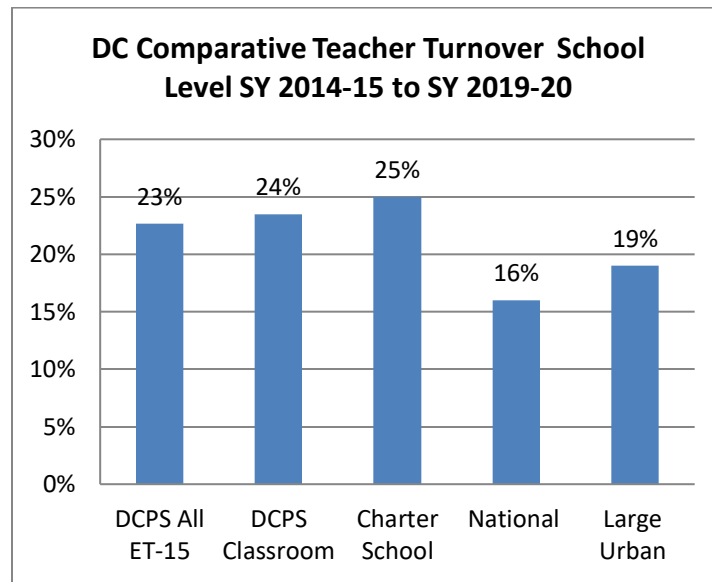
dropped, to 13% last year. Since 2013, an average of 49% of DCPS teachers have left DCPS over five years compared to an average in a study of 16 urban districts of 45%.



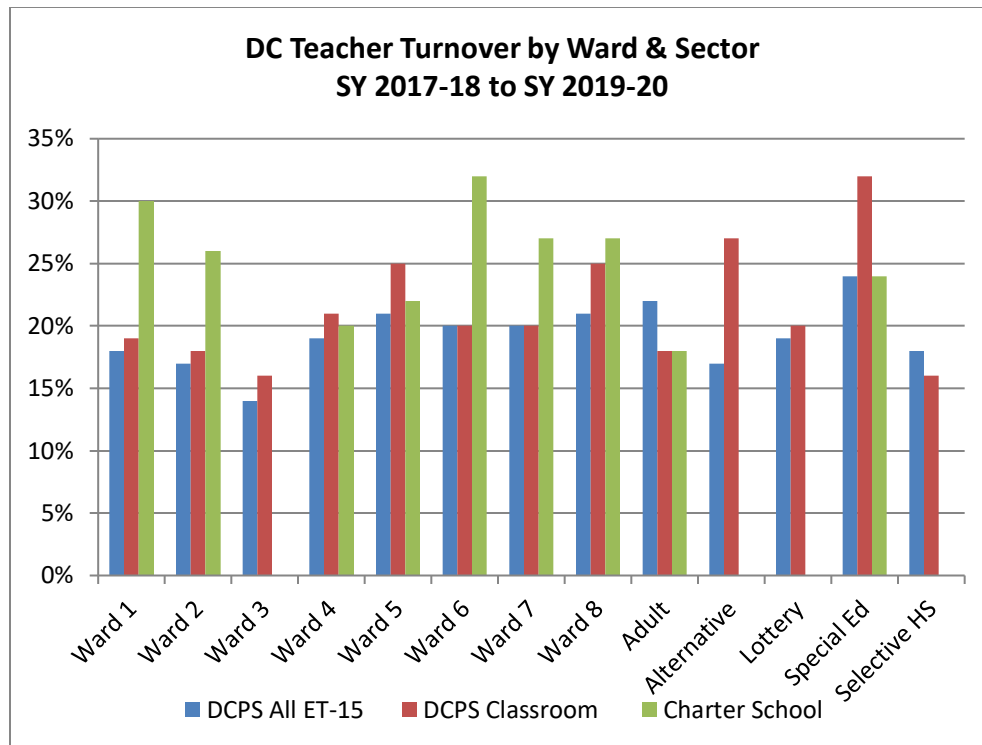
- Average teacher turnover annually at the *school* level in both sectors was about 25%, but the DCPS rate has trended significantly downward, while the charter school rate has remained flat.



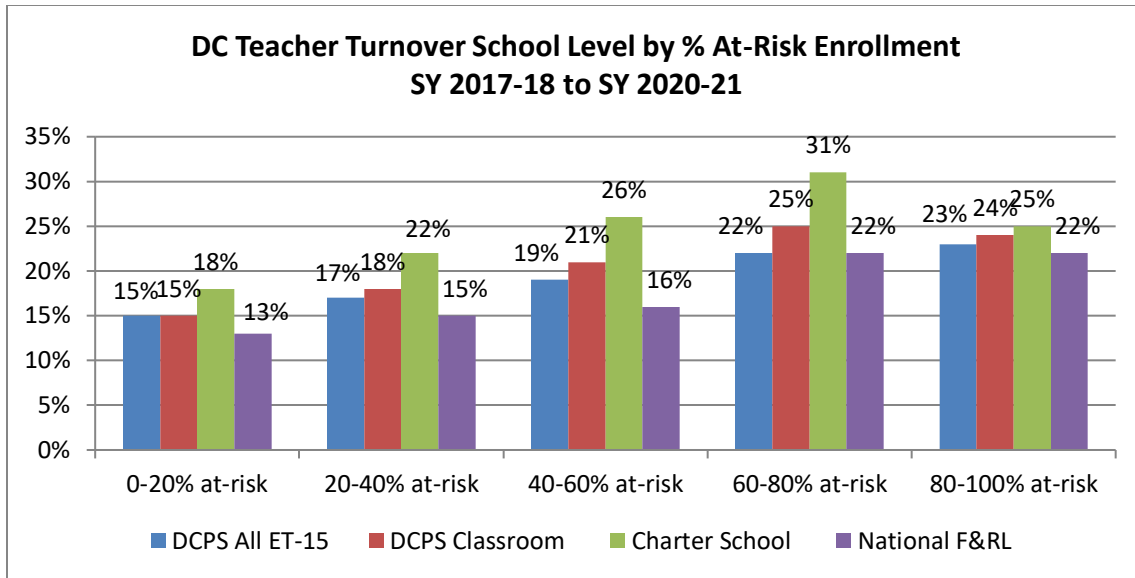
- Nationally the *school* level annual turnover rate is about 16%, pre-COVID-19 pandemic. City rates are higher: 19% in the study of large urban districts.



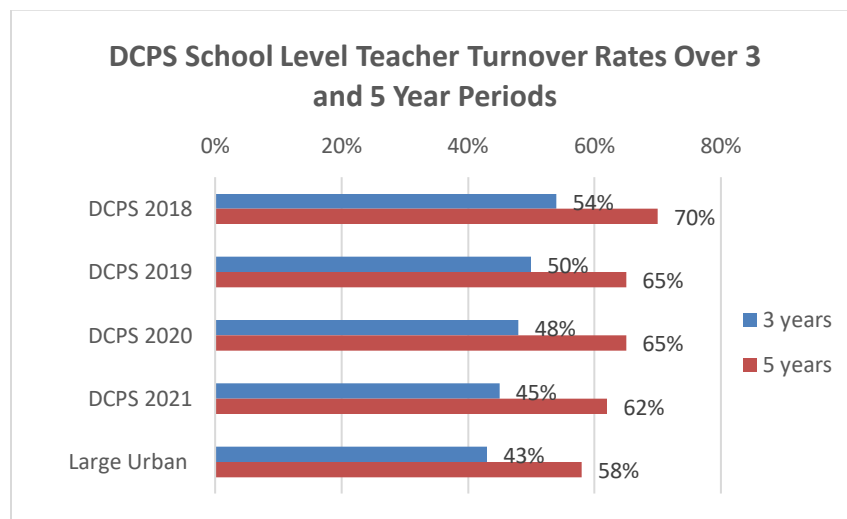
- Annual teacher turnover in DCPS neighborhood schools over the last three years remains highest in Wards 5 and 8—21% of all ET-15s and 25% of classroom teachers in both. It is lowest in Wards 1, 2, and 3, especially the last—14% of all ET-15s and 16% of classroom teachers. DCPS lottery and selective high school rates are similar to those of Wards 1 and 2, a little higher than in Ward 3, while alternative and special education schools, very few in number, have high turnover rates that vary from year to year, due to small numbers of teachers employed.
- Charter school rates do not match up with ward characteristics very well. There are no charter schools in Ward 3 and only 2 in Ward 2. The attendance zone for all charter schools is the entire city. Though some draw predominantly from nearby neighborhoods, looking at their models would seem a more promising approach to differentiation.



- DCPS middle and high schools lose a higher percentage of teachers each year—about 25% over seven years and a little less over three years—than elementary schools, which are closer to 20% in both spans. The percentages diminished significantly at all levels in 2020. The grade structure of charter schools is highly variable and also fluid, as they add grades, so we did not attempt to classify them. Nationally there is little difference by grade structure.
- In both DCPS and charter schools, the rate of annual teacher departure rises with the percentage of students at-risk (homeless, foster care, recipients of welfare and/or food stamps, and overage for grade level in high school). DC teachers leave schools where fewer than 20% of students are designated at risk at an annual rate of 15-18% while schools with the highest percentages tend to lose a quarter or more of their teachers each year. Comparisons with schools elsewhere are very approximate because other jurisdictions use free-lunch eligibility—no longer a useful measure in the District where most schools serve free lunch to all students regardless of income level. But at a very rough level, DC schools at all levels of poverty appear to have higher rates than their counterparts elsewhere.

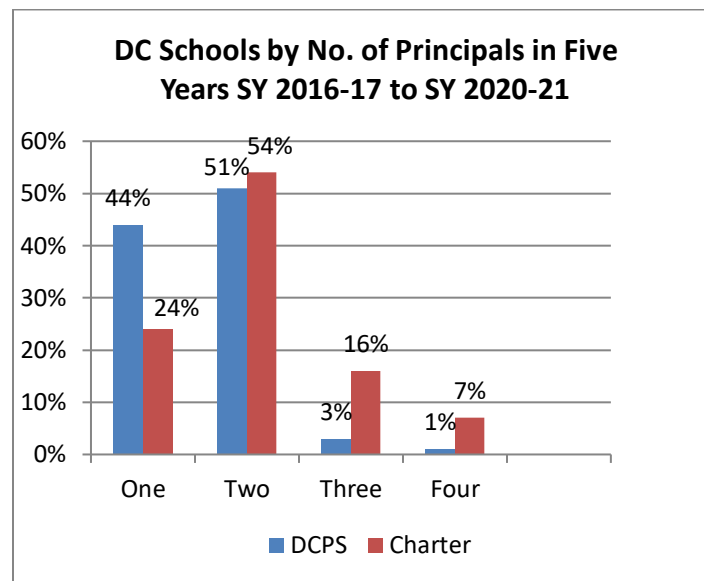


- All *school* level findings above, whether year-by-year or averaged over several years, describe *annual* turnover. We wondered whether these numbers might represent a small group of revolving replacements offset by a large stable core of staff. For DCPS only, the data permit us to calculate how many teachers at each school remain for at least three and at least five years. We now have four sets of multi-year data. The short answer to our question is no: patterns for three- and five-year turnover are those of annual turnover writ large. As expected, given the number of years covered in these calculations, the results are affected by last year's sudden declines in teacher turnover.



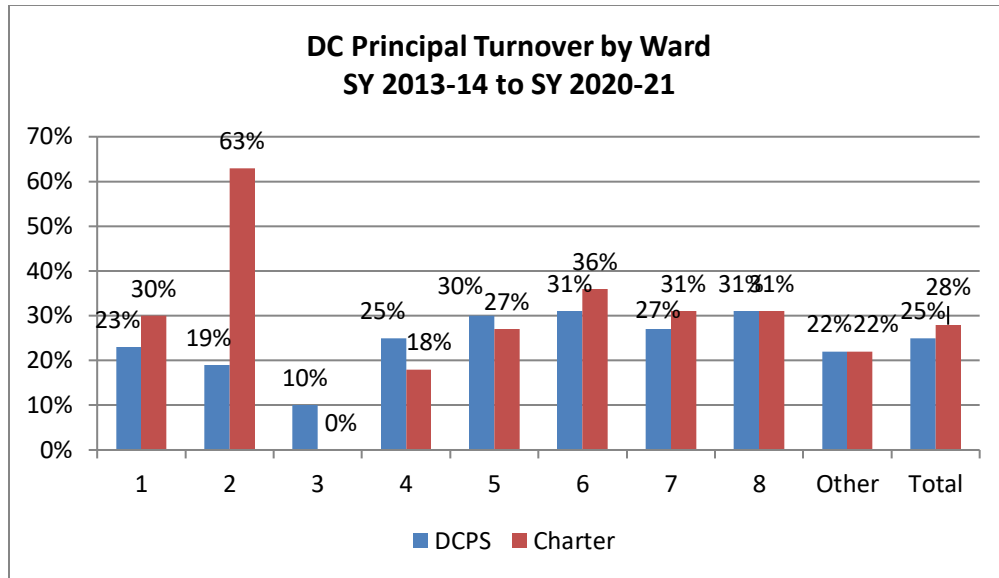
**Principal findings on principal turnover:**

- Annual principal turnover levels in both DCPS and the charter sector were previously generally similar—about 25% per year, but DCPS levels for the last few years are lower than in many previous years, while charter school numbers remain flat. National and urban principal turnover run at similar or even higher levels.
- Five years of principal tenure is cited in the research literature as needed for effective school operation and improvement. Forty-four percent of DCPS schools had only one principal over at least five years, a significant improvement over two years ago, when only about one third had the same principal for five years, and most had two or three. About one-quarter of public charter schools had the same principal for five years, and most had two or three. About one-quarter of public charter schools had the same principal for at least five years.

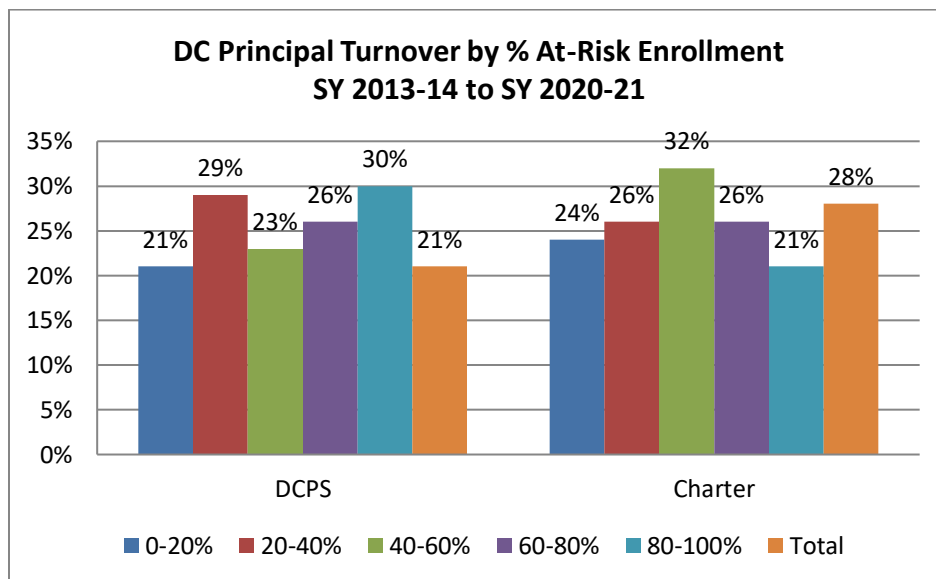


- As with teacher turnover, DCPS principal turnover was highest in Wards 5 and 8, and least frequent in Ward 3; it was generally higher in the eastern half of the city. Charter schools, all of which are citywide, did not follow that pattern. (NB: Ward 2 has only two charter schools, one of which opened in fall 2016.)





- DCPS secondary school principals leave at a little higher rate than those in elementary schools, as do their counterparts elsewhere in the country.
- Rates of principal turnover follow no pattern in relation to percentages of at-risk students in either DCPS or public charter schools. These levels seem roughly comparable to those reported elsewhere in the country.



## **INTRODUCTION**

This paper, like its predecessors of 2018 and 2019, was commissioned by the District of Columbia State Board of Education (SBOE), an elected body of nine members—one from each of the city’s eight wards and one chosen at large. Noting that the rate at which educators leave their schools each year is a persistent challenge for schools and that there is evidence that higher rates of turnover are associated with lower student achievement, SBOE seeks to update its understanding of current trends in educator turnover and to better understand its relationship to school performance.

The scope is limited to numbers and trends, but the State Board has been seeking information and insight elsewhere on why turnover is high and what might be done to remediate it. This report sets forth the levels of teacher and principal turnover and connects them with some school characteristics, looking particularly at whether trends are changing. Broader and deeper study of many factors both affecting and resulting from educator turnover—which the State Board continues undertaking—is needed to understand its relationship to school performance and beyond that, to what to do about it.

This study relies on existing public information to determine annual turnover rates and trends, first at the level of our two public school sectors—the District of Columbia Public Schools (DCPS) and the public charter schools—then at the individual school level. It presents seven- and three-year teacher data for DCPS and six- and three-year data for the charter schools, school-by-school, then schools grouped by ward, grade configuration (elementary, middle, etc.), and percentage of at-risk school enrollment, by quintiles (0-20%, 20-40%, etc.). Principal data follow a similar template, with eight- and five year scopes for DCPS and seven and five year scopes for charter school principals. Comparisons with the nation as a whole and with other cities follow, along with questions for future study and recommendations by SBOE members. This report incorporates the discussion and other contents of the 2018 and 2019 studies to obviate any need to consult the preceding documents separately.

## **TEACHER TURNOVER DATA, TRENDS AND PATTERNS**

Teacher turnover—beyond a natural, minimal level to be expected—is widely regarded as a serious problem for students, schools, and school systems. The research literature describes it as a “crisis” (National Commission on Teaching and America’s Future 2003) and a “critical challenge” (Papay et al. 2015). The most recent published study found that “turnover has marked, and lasting, negative consequences for the quality of the instructional staff and student achievement” (Sorensen & Ladd, 2020). Other studies cite reduced student achievement, particularly for low-income students, rising teacher shortages, high costs of teacher recruitment and induction, and negative effects on coherent

program implementation, particularly with on-going reform initiatives.<sup>1</sup> Though the extent to which these concerns apply in District of Columbia public education is beyond the scope of this paper, the reader is encouraged to think about them in pondering the data here presented and in considering next steps.

## **ANNUAL TEACHER TURNOVER IN DCPS**

General parlance in the District uses the term “teacher” in several ways. In DCPS it can refer to all staff with the pay grade and plan ET-15, all of whom are in the Washington Teachers’ Union (WTU) bargaining unit. ET-15s include counselors, librarians, instructional coaches, speech, occupational and physical therapists, and most social workers and school psychologists, as well as classroom teachers. Some of these are listed in central offices, though almost all work with students, usually in multiple schools. The term “teacher” is also used for classroom teachers, to the exclusion of librarians, counselors, and others. Virtually all, no matter their job title, work with students. In fact, those who are not classroom teachers may have longer relationships with individual students over multiple years.

The first section below reports statistics for all ET-15s. The second reports statistics for classroom teachers, defined as those whose job title includes the word “teacher” and who are listed at local schools and not in central office accounts. The data source for both groups is mid-year staff lists (i.e., point-in-time data), generated by the DCPS PeopleSoft personnel system. Classroom teachers constitute a little over 85% of all ET-15s. **As the results turn out, there is no significant difference between the rates found for all ET-15s and those for classroom teachers at any level of analysis—not even at the level of the 113 individual schools.** Because there are differences in the total numbers, however, we have kept the groups separate, while repeating most of the context information, so as to be clear about which group is under discussion.

Teacher turnover can be measured, among other ways, at the system level or the school level. The first section below reports the rates of ET-15 staff *leaving the DCPS system altogether*, while the next sections report rates of ET-15 staff *leaving their schools*—whether they transfer to another DCPS school or leave the system entirely. Likewise, in the sections reporting attrition rates for classroom teachers, the first section reports only those leaving the DCPS system altogether, while the rest report on classroom teachers leaving their schools. From the point of view of the students, of course, the numbers leaving their schools are the figures that count.

The most striking new data in this update is the sudden drop in teacher turnover last year, which occurred among all groups and subgroups of teachers covered. The drop, given a lesser drop two years before, could be related, at least in part, to a significant rise in the number of principals staying

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<sup>1</sup> E.g., Carver-Thomas & Darling-Hammond (2017), Ronfeldt et al. (2011), Boyd et al. (2008), Barnes et al. (2007), Ingersoll (2012).

in their schools for multiple years. However, given the unusual circumstances of the COVID-19 pandemic, last year's drop may well not be significant: six other large urban districts studied by Education Resource Strategies, a research-practice group, had similar drops at the system level, and the authors of the study, who have worked with these districts, caution that working conditions and job satisfaction for teachers have not improved. They point out that historically when unemployment rises, teachers are less likely to leave their jobs, so that when the economy improves, teacher attrition may rise again. They also cite current reports of teachers' being spread thin with technology challenges and various modes of teaching, declining student engagement, fear of contracting COVID, and balancing caretaking for their own children, plus increasing workloads, and declining job satisfaction, with 84% of teachers and administrators reporting that teacher morale is lower than before while one-third of teachers say that working during the pandemic has made them more likely to leave teaching or retire early (Rosenberg & Anderson 2021). Similarly, a RAND Corporation survey taken in January and February, 2021 found that job-related teacher stress is much higher for teachers than other workers and 23% of survey respondents are considering leaving their jobs by the end of this school year (Steiner & Woo 2021).

These seem to be the circumstances in DCPS also, as reported by teachers responding to a State Board of Education survey of DCPS and charter school teachers conducted during SY 2020-21 and released in March 2021.<sup>2</sup> Fewer than a third of DCPS teachers said that they believed their evaluations would be fair and credible. Half in both sectors said they had considered leaving the profession, and expressed a higher "intention to quit". Though most did feel supported by their local school administrators, almost half felt that they had not been provided with supports for their own emotional well-being and mental health during virtual learning. Three-quarters were slightly or very uncomfortable returning to in-person teaching. Thus, as the economy and employment situation return to normal, the latest retention rates could be a one-, perhaps two-year phenomenon.

## **Turnover of ET-15 Staff in DCPS**

### ***Turnover of ET-15 Staff in the DCPS System as a Whole***

*Annual* ET-15 attrition system-wide over the last twelve years has ranged from 11-22%, with an overall average of 17%. Attrition has declined a little in more recent years. Over five years it has ranged from 11-19%, with the overall average of 17%. Over the last three years, the average has been 13%, including a significant drop in the most recent year, a drop that affects recent averages.

The table below shows the percentage of each cohort that have left over multiple year periods. For example, of all ET-15s on board in the middle of SY 2011-12, 49% left in four years or less and two-

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<sup>2</sup> <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/2021-03-17-FINAL-DC%20State%20Board%20All-Teacher%20Survey%20Report%20%28March%202021%29.pdf>

thirds in eight years or less. Percentages for each cohort were quite similar as far out in years as they go—about one-third in two years or less, rising to 40% over four years, almost half in six years or less, and about 55% over 5 years. However, the numbers declined recently, and noticeably in the most recent year only.

**Table 1: Number of DCPS ET-15 Staff & Number Leaving DCPS SY 2011-12 through SY 2019-20**

<b>School Year</b>	<b>Total ET-15 staff</b>	<b>1 year or less</b>	<b>2 years or less</b>	<b>3 years or less</b>	<b>4 years or less</b>	<b>5 years or less</b>	<b>6 years or less</b>	<b>7 years or less</b>	<b>8 years or less</b>	<b>9 years or less</b>
SY 2007-08	4325	931	1565	1845	2254	2573	2745	2930	3073	3195
SY 2008-09	4047	819	1220	1738	2098	2288	2486	2648	2784	2915
SY 2009-10	4288	626	1418	1951	2189	2437	2632	2806	2960	3061
SY 2010-11	4230	886	1587	1905	2175	2407	2588	2760	2862	2970
SY 2011-12	4148	892	1371	1754	2035	2269	2451	2565	2687	2761
SY 2012-13	3982	793	1213	1597	1859	2086	2204	2344	2429	
SY 2013-14	4275	775	1311	1711	1997	2137	2309	2415		
SY 2014-15	4278	748	1285	1665	1843	2038	2178			
SY 2015-16	4700	857	1412	1716	1979	2162				
SY 2016-17	4717	802	1236	1600	1832					
SY 2017-18	4897	635	1176	1450						
SY 2018-19	4958	732	1073							
SY 2019-20	4541	520								

**Table 2: Percent of DCPS ET-15 Staff Leaving DCPS SY 2008-09 through SY 2019-20**

<b>School Year</b>	<b>1 year or less</b>	<b>2 years or less</b>	<b>3 years or less</b>	<b>4 years or less</b>	<b>5 years or less</b>	<b>6 years or less</b>	<b>7 years or less</b>	<b>8 years or less</b>	<b>9 years or less</b>
SY 2007-08	22%	36%	43%	52%	59%	63%	68%	71%	74%
SY 2008-09	20%	30%	43%	52%	57%	61%	65%	69%	72%
SY 2009-10	15%	33%	45%	51%	57%	61%	65%	69%	71%
SY 2010-11	21%	38%	45%	51%	57%	61%	65%	68%	70%
SY 2011-12	22%	33%	42%	49%	55%	59%	62%	65%	67%
SY 2012-13	20%	30%	40%	47%	52%	55%	59%	61%	
SY 2013-14	18%	31%	40%	47%	50%	54%	56%		
SY 2014-15	17%	30%	39%	43%	48%	51%			
SY 2015-16	19%	30%	37%	42%	46%				
SY 2016-17	17%	26%	34%	39%					
SY 2017-18	13%	25%	30%						
SY 2018-19	15%	22%							
SY 2019-20	11%								
Average 08-20	17%	30%	40%	47%	53%	58%	63%	67%	71%
Average 13-20	16%	27%	36%	43%	49%	53%	58%		

School Year	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less	8 years or less	9 years or less
Average 18-20	13%	23%	30%						

### ***Turnover of DCPS ET-15 Staff at each School***

Of the total ET-15 staff, over 95% are in local schools. The percentage rose after SY 2011-12, when it was 91%, as DCPS moved most of its special education social workers and psychologists into local school budgets. Numbers for ET-15s in this section differ in two regards from those for the system as a whole. First, total numbers of staff differ slightly:

**Table 3: DCPS ET-15 Staff Reported as in Local Schools SY 2011-12 through SY 2019-20**

	SY 2012	SY 2013	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020
Local schools ET-15	3788	3766	4108	4154	4571	4597	4669	4698	4362
Total DCPS ET-15	4148	3982	4275	4278	4700	4717	4797	4958	4541
Local school as % of total DCPS	91%	95%	96%	97%	97%	97%	97%	95%	96%

Much more important, this section reports rates of staff leaving *schools*, whereas the previous section reports on staff leaving the *DCPS system* altogether. Rates in this section reflect teachers who leave one DCPS school for another, as well as those leaving the system.

**Table 4: Percent of DCPS ET-15 Staff Leaving Each School SY 2011-12 through SY 2019-20**

School	At-risk 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Aiton ES	76%	70%	40%	28%	35%	50%	48%	35%	39%	18%	36%	31%
Amidon-Bowen ES	59%	52%	39%	15%	29%	38%	24%	29%	29%	11%	25%	23%
Anacostia HS	83%	37%	27%	23%	26%	29%	15%	17%	27%	10%	21%	18%
Ballou HS	79%	29%	48%	28%	52%	33%	36%	25%	27%	15%	31%	23%
Ballou STAY HS	N/A	50%	29%	16%	33%	19%	17%	8%	7%	19%	16%	12%
Bancroft ES	16%	37%	35%	NA	25%	9%	11%	11%	10%	12%	14%	11%
BARD Early College HS	46%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19%	N/A	N/A
Barnard ES	46%	7%	31%	31%	20%	17%	19%	23%	21%	18%	20%	20%
Beers ES	52%	24%	15%	15%	12%	7%	5%	9%	9%	13%	9%	10%
Benjamin Banneker HS	20%	27%	13%	15%	16%	20%	20%	6%	6%	12%	13%	8%
Boone ES (formerly Orr)	76%	24%	31%	25%	33%	31%	17%	28%	30%	3%	24%	21%
Brent ES	3%	7%	11%	15%	17%	25%	21%	26%	25%	9%	20%	20%
Brightwood EC	30%	30%	25%	25%	17%	15%	10%	20%	18%	14%	15%	17%
Brookland MS	52%	N/A	N/A	N/A	N/A	48%	50%	33%	23%	25%	N/A	26%

School	At-risk 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Browne EC	68%	32%	46%	29%	27%	27%	34%	22%	20%	17%	24%	19%
Bruce-Monroe ES	27%	16%	27%	27%	15%	20%	19%	19%	20%	18%	18%	19%
Bunker Hill ES	44%	34%	67%	67%	65%	29%	14%	27%	23%	42%	32%	31%
Burroughs ES	42%	21%	28%	28%	24%	26%	10%	22%	23%	13%	18%	19%
Burrville ES	68%	47%	60%	60%	36%	45%	29%	35%	42%	12%	35%	30%
C.W. Harris ES	81%	6%	50%	13%	34%	50%	16%	23%	23%	7%	24%	18%
Capitol Hill Montessori EC	18%	27%	20%	17%	20%	28%	26%	24%	23%	3%	20%	17%
Cardozo EC	63%	38%	56%	28%	16%	24%	27%	22%	22%	21%	23%	22%
CHOICE Academy	N/A	56%	75%	75%	17%	38%	13%	29%	40%	N/A	N/A	N/A
Cleveland ES	45%	18%	7%	7%	15%	10%	22%	68%	26%	9%	23%	33%
Columbia Heights EC	50%	33%	38%	28%	20%	18%	23%	17%	17%	13%	19%	16%
Coolidge HS	65%	20%	37%	29%	11%	17%	24%	26%	26%	27%	23%	26%
Deal MS	7%	21%	27%	19%	29%	26%	23%	22%	20%	13%	21%	18%
Dorothy I. Height ES	42%	N/A	N/A	N/A	N/A	90%	88%	16%	16%	18%	N/A	16%
Drew ES	66%	38%	24%	24%	20%	26%	19%	28%	26%	28%	25%	27%
Duke Ellington HS of the Arts	25%	13%	14%	14%	25%	38%	0%	64%	70%	33%	40%	57%
Dunbar HS	68%	23%	24%	19%	27%	54%	38%	28%	25%	22%	31%	25%
Eastern HS	64%	17%	9%	9%	17%	18%	30%	24%	26%	20%	22%	23%
Eaton ES	6%	17%	9%	14%	8%	19%	8%	29%	30%	5%	16%	21%
Eliot-Hine MS	53%	31%	41%	34%	32%	29%	36%	57%	52%	31%	39%	46%
Excel Academy EC	76%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29%	N/A	N/A
Garfield ES	80%	38%	35%	15%	19%	29%	23%	10%	10%	27%	19%	16%
Garrison ES	33%	20%	54%	54%	30%	38%	26%	30%	28%	6%	27%	21%
H.D. Cooke ES	36%	38%	31%	14%	43%	30%	18%	17%	17%	23%	23%	19%
H.D. Woodson HS	68%	28%	22%	17%	17%	32%	25%	24%	25%	21%	23%	23%
Hardy MS	13%	27%	37%	37%	14%	22%	22%	19%	18%	11%	16%	15%
Hart MS	79%	21%	43%	32%	25%	25%	31%	19%	19%	11%	24%	17%
Hearst ES	5%	25%	25%	21%	23%	19%	24%	9%	9%	17%	17%	12%
Hendley ES	90%	33%	44%	44%	42%	59%	25%	24%	26%	14%	31%	22%
Houston ES	66%	17%	15%	15%	20%	26%	22%	15%	17%	18%	18%	17%
Hyde-Addison ES	10%	20%	24%	15%	33%	10%	19%	13%	23%	22%	19%	15%
Ida B. Wells MS	42%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22%	N/A	N/A
Inspiring Youth Program	N/A	56%	50%	50%	22%	73%	36%	100%	83%	11%	52%	68%
J.O. Wilson ES	51%	9%	29%	29%	22%	32%	28%	27%	27%	12%	23%	22%
Janney ES	1%	10%	9%	14%	18%	9%	17%	12%	11%	6%	12%	10%
Jefferson MS	52%	50%	69%	69%	32%	18%	25%	28%	29%	9%	24%	22%
Johnson MS	79%	35%	33%	19%	50%	36%	37%	24%	17%	31%	30%	24%
Kelly Miller MS	69%	41%	63%	18%	47%	22%	37%	21%	21%	23%	27%	22%

School	At-risk 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Ketcham ES	81%	36%	35%	27%	35%	39%	43%	18%	19%	7%	27%	14%
Key ES	2%	17%	14%	19%	20%	21%	21%	16%	14%	29%	20%	20%
Kimball ES	81%	25%	42%	24%	32%	30%	25%	10%	11%	7%	19%	9%
King ES	80%	43%	55%	26%	33%	39%	39%	31%	33%	46%	35%	36%
Kramer MS	84%	50%	48%	28%	48%	42%	50%	41%	43%	52%	44%	45%
Lafayette ES	3%	8%	11%	18%	13%	18%	9%	13%	12%	10%	13%	12%
Langdon ES	54%	24%	57%	57%	39%	27%	26%	27%	28%	6%	25%	20%
Langley ES	47%	48%	57%	57%	14%	44%	44%	29%	30%	22%	30%	27%
LaSalle-Backus EC	51%	31%	48%	10%	33%	32%	18%	17%	17%	20%	21%	18%
Leckie EC	51%	14%	29%	29%	6%	28%	13%	28%	28%	24%	20%	26%
Ludlow-Taylor ES	16%	16%	17%	17%	16%	21%	8%	19%	19%	14%	17%	17%
Luke C. Moore HS	N/A	27%	32%	9%	33%	27%	26%	18%	18%	27%	23%	21%
MacFarland MS	33%	N/A	N/A	N/A	N/A	N/A	33%	0%	0%	16%	N/A	8%
Malcolm X ES	80%	63%	62%	7%	28%	30%	28%	23%	22%	9%	22%	18%
Mann ES	2%	28%	15%	15%	7%	16%	21%	9%	8%	21%	14%	13%
Marie Reed ES	24%	26%	30%	30%	35%	10%	10%	19%	17%	10%	17%	15%
Maury ES	7%	12%	33%	23%	29%	19%	13%	9%	9%	11%	16%	10%
McKinley Tech HS/MS	29%	27%	22%	22%	26%	18%	22%	14%	14%	13%	17%	14%
Miner ES	58%	13%	29%	29%	24%	18%	25%	19%	19%	10%	18%	16%
Moten ES	82%	41%	48%	30%	24%	19%	53%	10%	19%	32%	28%	24%
Murch ES	4%	15%	10%	16%	15%	20%	20%	15%	15%	13%	16%	14%
Nalle ES	66%	21%	35%	15%	29%	26%	30%	35%	34%	9%	26%	26%
Noyes ES	62%	47%	37%	27%	55%	24%	23%	21%	23%	15%	28%	20%
Oyster-Adams Bilingual EC	6%	14%	21%	13%	20%	18%	17%	18%	17%	10%	17%	17%
Patterson ES	84%	37%	64%	8%	22%	8%	18%	15%	15%	10%	14%	15%
Payne ES	40%	29%	6%	6%	17%	24%	30%	27%	27%	17%	20%	20%
Peabody ES	4%	29%	6%	15%	17%	39%	17%	16%	16%	22%	22%	23%
Phelps ACE HS	45%	30%	34%	16%	10%	32%	25%	22%	21%	29%	22%	23%
Plummer/Davis ES	73%	25%	56%	56%	18%	23%	19%	23%	25%	6%	20%	17%
Powell ES	26%	30%	33%	33%	32%	20%	29%	27%	27%	17%	23%	23%
Randle Highlands ES	52%	27%	16%	16%	33%	24%	21%	7%	8%	14%	21%	19%
Raymond EC	41%	21%	17%	17%	34%	31%	32%	13%	14%	17%	22%	14%
River Terrace EC	48%	17%	30%	30%	67%	27%	52%	43%	46%	31%	33%	25%
Ron Brown College Prep HS	56%	N/A	N/A	N/A	N/A	N/A	33%	8%	6%	21%	N/A	25%
Roosevelt HS	71%	37%	38%	15%	29%	32%	43%	33%	31%	23%	28%	24%
Roosevelt STAY HS	N/A	13%	33%	33%	29%	38%	78%	11%	8%	22%	31%	25%
Ross ES	5%	17%	29%	17%	38%	25%	31%	13%	11%	27%	22%	16%
Savoy ES	86%	12%	7%	29%	37%	52%	28%	26%	30%	20%	30%	20%



School	At-risk 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
School Without Walls EC (PK-12)	10%	15%	31%	8%	16%	17%	17%	18%	18%	9%	15%	15%
School-Within-School ES	7%	20%	25%	4%	12%	13%	23%	18%	18%	9%	15%	16%
Seaton ES	31%	4%	37%	37%	15%	11%	22%	11%	8%	10%	15%	13%
Shepherd ES	9%	34%	25%	7%	25%	28%	13%	25%	27%	13%	16%	14%
Simon ES	70%	32%	30%	9%	29%	19%	25%	14%	15%	14%	20%	19%
Smothers ES	69%	14%	35%	13%	44%	59%	25%	10%	10%	18%	26%	14%
Sousa MS	73%	44%	54%	54%	50%	43%	31%	26%	10%	29%	30%	22%
Stanton ES	86%	35%	15%	17%	36%	20%	16%	11%	12%	21%	19%	14%
Stoddert ES	3%	4%	10%	6%	14%	11%	11%	14%	14%	14%	12%	13%
Stuart-Hobson MS	27%	30%	35%	35%	28%	31%	25%	15%	14%	14%	22%	14%
Takoma EC	34%	33%	25%	25%	26%	20%	17%	16%	15%	15%	18%	15%
Thomas ES	74%	5%	16%	11%	24%	26%	26%	24%	25%	17%	20%	18%
Thomson ES	32%	18%	18%	18%	8%	26%	24%	15%	15%	6%	16%	15%
Truesdell EC	42%	43%	55%	55%	46%	32%	35%	28%	27%	43%	32%	31%
Tubman ES	45%	14%	33%	33%	37%	19%	21%	16%	13%	17%	22%	20%
Turner ES	81%	41%	46%	10%	26%	11%	27%	9%	10%	24%	17%	15%
Tyler ES	38%	31%	37%	25%	29%	24%	35%	15%	15%	25%	24%	17%
Van Ness ES	30%	N/A	N/A	N/A	N/A	25%	32%	19%	15%	14%	N/A	16%
Walker-Jones EC	76%	32%	63%	10%	37%	43%	35%	30%	33%	15%	28%	21%
Washington Metropolitan HS	N/A	50%	50%	23%	46%	52%	50%	8%	7%	N/A	N/A	N/A
Watkins ES	18%	11%	47%	21%	18%	49%	18%	25%	24%	18%	23%	17%
West EC	35%	58%	43%	43%	54%	38%	18%	24%	25%	22%	29%	23%
Wheatley EC	66%	19%	40%	12%	51%	20%	24%	30%	29%	23%	26%	26%
Whittier EC	45%	26%	32%	32%	16%	25%	17%	10%	13%	21%	18%	20%
Woodrow Wilson HS	22%	19%	23%	23%	14%	18%	29%	16%	15%	12%	17%	13%
Youth Services Center	N/A	53%	42%	42%	57%	24%	31%	44%	54%	21%	22%	18%
<b>Average DCPS Local Schools</b>	<b>40%</b>	<b>27%</b>	<b>33%</b>	<b>18%</b>	<b>27%</b>	<b>26%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>14%</b>	<b>22%</b>	<b>18%</b>

In DCPS local schools, on average, about a quarter of ET-15 staff left their schools annually until two years ago, when the percentage dropped. However, the percentages at individual schools vary greatly from one school to another and from one year to another within the same school, especially at small schools where one or two departures make a big difference in the percentage. As of the end of SY 2020-21, two-thirds of all schools had improvement in staff turnover. For almost all schools in all years, nonetheless, the percentages remain in double digits. The remaining tables explore differences among schools by ward, by level (i.e., grade configuration), and by their percentage of students designated at-risk.

### ***Turnover of DCPS ET-15s at the School Level by Ward***

In addition to schools that are zoned for neighborhoods, DCPS has a variety of schools that serve students citywide (these are marked by abbreviation in the table above):

- Adult (AD): Ballou STAY, Roosevelt STAY, Luke C. Moore
- Alternative (ALT): CHOICE, Inspiring Youth (DC Jail), Washington Metropolitan (now closed), Youth Services Center (juvenile detention)
- Lottery (LOTT): Capitol Hill Montessori, Ron Brown College Prep, School-Within-A School
- Special Education (SE): River Terrace (consolidation of Mamie D. Lee and Sharpe Health)
- Selective high schools (SEL): Banneker, Ellington, McKinley, Phelps, School Without Walls

We have separated these from the neighborhood schools because, though located physically in a ward, they have no ward-based community, and because the particulars of their missions seem to correlate with their teacher turnover.

**Table 5: Percent of DCPS ET-15 Staff Leaving Their Schools by Ward SY 2011-12 through SY 2019-20**

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Ward 1	8	29%	35%	20%	25%	19%	20%	21%	18%	15%	20%	18%
Ward 2	5	19%	32%	16%	23%	24%	23%	18%	17%	13%	19%	17%
Ward 3	10	17%	18%	16%	18%	18%	21%	17%	16%	10%	17%	14%
Ward 4	16	28%	32%	17%	27%	29%	28%	20%	19%	19%	22%	19%
Ward 5	9	32%	43%	19%	37%	35%	30%	26%	25%	20%	25%	21%
Ward 6	17	24%	34%	19%	24%	27%	26%	23%	23%	15%	22%	20%
Ward 7	15	30%	36%	18%	29%	31%	25%	22%	21%	16%	23%	20%
Ward 8	19	33%	40%	22%	32%	30%	29%	21%	23%	20%	25%	21%
Adult	3	33%	31%	14%	31%	29%	39%	12%	11%	22%	23%	22%
Alternative	3	53%	52%	20%	42%	46%	38%	37%	36%	2%	28%	17%
Lottery	3	24%	22%	11%	16%	20%	26%	17%	15%	12%	19%	19%
Special Education	1	17%	30%	24%	67%	27%	52%	43%	46%	31%	31%	24%
Selective HS	6	23%	26%	12%	19%	20%	20%	18%	17%	15%	18%	18%
Non-ward school total	16	29%	30%	14%	27%	25%	27%	21%	20%	15%	21%	18%

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
<b>City-wide average</b>	<b>115</b>	<b>27%</b>	<b>33%</b>	<b>18%</b>	<b>27%</b>	<b>26%</b>	<b>25%</b>	<b>21%</b>	<b>20%</b>	<b>16%</b>	<b>22%</b>	<b>19%</b>

Among neighborhood schools, turnover rates by ward generally correspond with median household income and other measures that differentiate the District's wards by their residents' prosperity and property values. Turnover is consistently lowest in Wards 2 and 3, and highest in Wards 5 and 8. Among citywide schools, turnover is low in the selective high schools and three assignment-by-lottery schools considered highly desirable. The relative positions of wards did not change in 2020, but along with the citywide drop in the last three years, all wards had drops from their seven-year to their three-year averages of about three percentage points, though most citywide schools did not.

### *Turnover of DCPS ET-15s at the School Level by School Grade Configuration*

Most DCPS schools have one of four standard grade configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

**Table 6: Percent of DCPS ET-15 Staff Leaving Their Schools by School Grade Configuration SY 2011-12 through SY 2019-20**

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Elementary PK3-5	64	25%	31%	17%	26%	26%	24%	20%	19%	15%	21%	18%
Educ Campus PK3-8	14	28%	35%	15%	30%	27%	23%	21%	21%	20%	21%	20%
Educ Campus Other PK3-12 or 6-12	4	30%	37%	20%	20%	19%	22%	18%	18%	14%	19%	18%
Middle School	13	32%	43%	23%	34%	29%	31%	25%	22%	20%	25%	21%
High School (excludes alternative)	13	26%	29%	20%	22%	28%	29%	22%	23%	19%	23%	21%
Adult	3	33%	31%	14%	31%	29%	39%	12%	11%	22%	23%	22%
<b>Citywide average</b>	<b>111</b>	<b>27%</b>	<b>33%</b>	<b>18%</b>	<b>27%</b>	<b>26%</b>	<b>25%</b>	<b>21%</b>	<b>20%</b>	<b>17%</b>	<b>22%</b>	<b>19%</b>

ET-15 turnover is higher in DCPS middle and high schools—almost one-quarter of the staff leaving annually, compared to about one-fifth of the staff at the other levels, but the middle school number

fell to one-fifth on average. Elementary and high school rates also dropped by a few percentage points between the seven-year and the three-year average. The rate of departure at the education campuses with exceptional grade structures, though shown for completeness' sake, is not meaningful because two of them (McKinley and School Without Walls) combine selective high schools with neighborhood lower schools. All four are large schools with relatively lower turnover rates, suggesting that redistributing them into their grade level components would lower the total high school turnover rates a little. Education campuses have also experienced recent faculty turmoil, as a number have lost their middle school grades, year by year, to newly opened middle schools.

### ***Turnover of DCPS ET-15s at the School Level by Percentage of Students At-Risk***

Since SY 2014, the metric for identifying students needing high levels of support is “at-risk” status, defined as students who are homeless, in foster care, whose families qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), plus high school students who are one year or more older than the expected age for the grade in which they are enrolled. The percentage of students designated at-risk at each school, DCPS and charter, is determined from DC government databases. The metric is used for school funding and for free lunch eligibility; it is not applied to alternative and adult schools, which are therefore not included in the table below. Schools with 40% or more students designated at risk—about three-quarters of the schools in both sectors—serve free lunch to all students, regardless of family income, and no longer collect family income forms. Since at-risk numbers have been calculated only since 2013-14, free/reduced price lunch eligibility is used here in the two earliest school years. The number of eligible students was higher under that metric, but the distribution of schools by quintiles likely differs little.

**Table 7: Percentage of DCPS ET-15 Staff Leaving Their Schools by Percentage of Students At-Risk SY 2011-12 through SY 2019-20**

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
0-20% at-risk	23	13%	12%	15%	22%	21%	20%	17%	17%	13%	17%	15%
20-40% at-risk	19	18%	25%	18%	20%	20%	26%	19%	16%	15%	19%	17%
40-60% at-risk	27	28%	31%	18%	26%	26%	24%	21%	21%	19%	22%	19%
60-80% at-risk	29	29%	39%	20%	30%	30%	29%	25%	25%	20%	25%	22%
80-100% at-risk	11	29%	36%	22%	32%	32%	30%	20%	22%	18%	27%	23%
<b>DCPS average</b>	<b>109</b>	<b>27%</b>	<b>33%</b>	<b>18%</b>	<b>26%</b>	<b>26%</b>	<b>25%</b>	<b>21%</b>	<b>20%</b>	<b>17%</b>	<b>22%</b>	<b>19%</b>

As the percentage of at-risk students increases, so does the rate at which ET-15 staff leave their schools. At the 23 schools with the fewest at-risk students, the rate in earlier years was about 20%, but dropped to 15% in 2020. At the 40 schools with the highest percentages, 20-30% of the ET-15 was leaving until 2020, a development that may or may not last.

## **Turnover of Classroom Teachers in DCPS**

The next sections provide the same kinds of data as the above, but for *classroom teachers listed in local schools only*. These include grade-level teachers, subject teachers, both elementary and secondary, special education teachers, ELL and bilingual education teachers. As with ET-15 staff, the most striking new data are the sudden decrease in turnover, among all groups studied. Owing to the unprecedented circumstances imposed by the COVID-19 pandemic and anecdotal reports about teacher morale, the same cautions apply as to the interpretation: the drop may well be a single-year phenomenon.

### ***Turnover of Classroom Teachers in DCPS as a Whole***

Annual classroom teacher attrition system-wide over the last seven years has been either the same or slightly higher than that of all ET-15s, and has ranged from 11-22%, with the overall average at 17%. As with all ET-15s, the percentage leaving the system at the end of SY 2019-20 dropped significantly to 11%. The average has been 13% over the last three years.

**Table 8: Number of DCPS Classroom Teachers and Number Leaving DCPS SY 2011-12 through SY 2019-20**

<b>School Year</b>	<b>Total classroom teachers</b>	<b>1 year or less</b>	<b>2 years or less</b>	<b>3 years or less</b>	<b>4 years or less</b>	<b>5 years or less</b>	<b>6 years or less</b>	<b>7 years or less</b>	<b>8 years or less</b>	<b>9 years or less</b>
SY 2011-12	3561	775	1210	1545	1781	1977	2144	2235	2339	2403
SY 2012-13	3412	714	1080	1409	1627	1831	1927	2048	2122	
SY 2013-14	3657	661	1174	1475	1733	1849	1996	2091		
SY 2014-15	3670	650	1112	1451	1600	1769	1890			
SY 2015-16	4017	742	1234	1491	1716	1871				
SY 2016-17	3978	704	1070	1382	1575					
SY 2017-18	4008	540	1006							
SY 2018-19	4114	624	896							
SY 2019-20	3749	424								
SY 2020-21	4462									

**Table 9: Percent of DCPS Classroom Teachers Leaving DCPS SY 2011-12 through SY 2019-20**

School Year	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less	8 years or less	9 years or less
SY 2011-12	22%	34%	43%	50%	56%	60%	63%	66%	67%
SY 2012-13	21%	32%	41%	48%	54%	56%	60%	62%	
SY 2013-14	18%	32%	40%	47%	51%	55%	57%		
SY 2014-15	18%	30%	40%	44%	48%	51%			
SY 2015-16	18%	31%	37%	43%	47%				
SY 2016-17	18%	27%	35%	40%					
SY 2017-18	13%	25%	31%						
SY 2018-19	15%	22%							
SY 2019-20	11%								
Average 13-20	17%	28%	37%	44%	50%	54%	59%	62%	
Average 18-20	13%	23%	33%						

The table also shows the percentage of each cohort that have left over multiple year periods. For example, of all classroom teachers employed in the middle of SY 2011-12, 50% left in four years or less and 66% in eight years or less. Percentages for each cohort, as far as they go in years, are about 30% in two years or less, though diminishing in the last few years, and about half in five years or less.

#### ***Turnover of DCPS Classroom Teachers by Evaluation Rating***

The evaluation (“IMPACT”) ratings of DCPS teachers are confidential, hence not available at the individual school level to external researchers other than those with the permission and the capacity to enter confidentiality agreements with DCPS. However, in responding to questions from the DC Council in connection with annual performance oversight hearings, DCPS has reported the system-wide retention of classroom teachers (not all ET-15s) by their IMPACT ratings starting in SY 2012-13. Figures are not available for SY 2011-12, and the system has changed somewhat since then, so we have limited the averages to the seven years used in other tables here.

Overall, the total numbers of teachers in the reports to the DC Council are a lower than those from the database on which the other DCPS figures in this study are based—13% as opposed to 17% turnover in the past seven years. But this number is distorted by the very low number leaving last year. Due to the COVID-19 pandemic and the switch to all-virtual instruction in March 2020, DCPS announced that it would not apply any negative consequences based on IMPACT ratings. That is undoubtedly connected to last year’s big drop in the percentage of teachers with all ratings except “highly effective” leaving the system, another indicator that the most recent year of data is likely a blip.

In more ordinary years the total number of teachers in the IMPACT-based reports is lower by 100 to 250 teachers, depending on the year. For various reasons, including mid-year departures and

incomplete evaluations, some teachers do not receive final ratings and are not included in the IMPACT-based reports. The difference may also reflect a difference of exactly which teachers are counted.

**Table 10: Numbers and Percent of DCPS Classroom Teachers Leaving DCPS by Final IMPACT Ratings SY 2012-13 through SY 2019-20**

**Numbers Leaving**

<b>Final IMPACT Rating</b>	<b>Left 2013</b>	<b>Left 2014</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>7-year total</b>
Ineffective	38	52	46	50	79	36	43	10	316
Minimally Effective	85	86	77	81	107	69	65	18	503
Developing	137	108	182	148	133	115	121	42	849
Effective	217	223	236	205	218	165	192	123	1,362
Highly Effective	94	123	130	137	123	114	108	114	849
<b>Total</b>	<b>571</b>	<b>592</b>	<b>671</b>	<b>621</b>	<b>660</b>	<b>499</b>	<b>529</b>	<b>307</b>	<b>3,879</b>

**Percent at Each Rating Leaving**

<b>Final IMPACT Rating</b>	<b>Left 2013</b>	<b>Left 2014</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>7-year average</b>
Ineffective	100.0%	96.3%	100.0%	98.0%	98.8%	92.3%	100.0%	34.5%	83.4%
Minimally Effective	48.9%	53.1%	56.6%	51.3%	59.4%	50.4%	60.7%	20.7%	44.1%
Developing	21.6%	18.4%	32.0%	26.0%	22.9%	24.9%	27.4%	10.1%	20.0%
Effective	14.9%	14.9%	14.8%	12.7%	13.3%	9.9%	11.6%	6.9%	10.5%
Highly Effective	9.5%	11.6%	10.4%	9.7%	9.0%	7.4%	6.3%	6.9%	7.7%
<b>Total</b>	<b>17.3%</b>	<b>17.6%</b>	<b>18.7%</b>	<b>16.3%</b>	<b>17.1%</b>	<b>13.0%</b>	<b>13.3%</b>	<b>7.7%</b>	<b>13.1%</b>

**Percent of Teachers Leaving by Rating**

<b>Final IMPACT Rating</b>	<b>Left 2013</b>	<b>Left 2014</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>7-year average</b>
Ineffective	7%	9%	7%	8%	12%	7%	8%	3%	8%
Minimally Effective	15%	15%	11%	13%	16%	14%	12%	6%	13%
Developing	24%	18%	27%	24%	20%	23%	23%	14%	22%
Effective	38%	38%	35%	33%	33%	33%	36%	40%	35%
Highly Effective	16%	21%	19%	22%	19%	23%	20%	37%	22%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Unsurprisingly, given the relationship of ratings to job security, the departure rate of teachers largely correlated with their ratings (second table above) until the most recent year. Prior to SY 2020, almost all teachers with Ineffective and a little over half with Minimally Effective ratings left DCPS, compared to about 7% for teachers rated Highly Effective. Within rating levels, there was also a dip in 2018, followed by an increase in 2019, followed by the big decrease in 2020 discussed above. Looking at the distribution of ratings among the teachers leaving over the last seven years, Ineffective and Minimally Effective teachers combined account for 21% of all teacher departures, while 57% of teachers leaving were rated Highly Effective or Effective (third table above). Although the percentage of departing teachers rated Effective or better was much higher last year, this particular number is mostly a reflection of the low departure rate for teachers with other ratings combined with low departure numbers overall.

### ***Turnover of DCPS Classroom Teachers by School***

Of the total ET-15 staff in local schools, about 86-88% are classroom teachers.

**Table 11: DCPS Classroom Teachers Reported as in Local Schools SY 2011-12 through SY 2020-21**

	<b>SY 2012</b>	<b>SY 2013</b>	<b>SY 2014</b>	<b>SY 2015</b>	<b>SY 2016</b>	<b>SY 2017</b>	<b>SY 2018</b>	<b>SY 2019</b>	<b>SY 2020</b>	<b>SY 2021</b>
Local school classroom teachers	3,332	3,295	3,579	3,614	3,970	3,972	4,003	4,047	4,167	4,446
Local schools ET-15	3,788	3,766	4,108	4,154	4,571	4,618	4,678	4,767	4,860	5,078
Classroom teachers as % of total ET-15	88%	87%	87%	87%	87%	86%	86%	85%	86%	88%

As with the total ET-15 group, numbers in this section differ from those for the system as a whole. Total numbers of staff differ slightly, and this section reports rates of staff leaving *schools*, not those leaving the *DCPS system* altogether. Rates in this section reflect teachers who leave one DCPS school for another, as well as those leaving the system.

**Table 12: Percent of DCPS Classroom Teachers Leaving Each School SY 2011-12 through SY 2019-20**

<b>School Name</b>	<b>At-risk 2018</b>	<b>Left 2012</b>	<b>Left 2013</b>	<b>Left 2014</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>7 yr aver</b>	<b>3 yr aver</b>
Aiton ES	76%	75%	31%	30%	35%	45%	53%	27%	55%	17%	33%	33%
Amidon-Bowen ES	59%	53%	37%	17%	33%	32%	23%	23%	21%	7%	20%	17%
Anacostia HS	83%	43%	28%	22%	24%	32%	23%	25%	32%	6%	22%	22%
Ballou HS	79%	33%	52%	30%	58%	35%	40%	25%	45%	18%	32%	30%
Ballou STAY HS	N/A	55%	27%	7%	29%	25%	0%	6%	29%	29%	17%	22%
Bancroft ES	16%	31%	33%	19%	24%	8%	12%	12%	17%	9%	11%	13%



School Name	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
BARD Early College HS	46%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23%	N/A	N/A
Barnard ES	37%	8%	32%	25%	21%	15%	20%	20%	18%	16%	16%	18%
Beers ES	52%	26%	10%	9%	14%	8%	3%	13%	11%	11%	8%	11%
Benjamin Banneker HS	20%	25%	19%	17%	8%	17%	26%	7%	0%	10%	9%	6%
Brent ES	3%	8%	12%	13%	14%	27%	17%	26%	3%	12%	14%	14%
Brightwood EC	30%	30%	25%	9%	17%	18%	10%	21%	13%	15%	13%	16%
Brookland MS	52%	N/A	N/A	N/A	N/A	48%	50%	33%	36%	28%	N/A	32%
Browne EC	68%	34%	45%	23%	32%	30%	35%	21%	34%	22%	24%	26%
Bruce-Monroe ES	27%	18%	24%	8%	4%	23%	19%	22%	26%	20%	16%	23%
Bunker Hill ES	44%	31%	32%	18%	58%	21%	12%	21%	23%	50%	26%	32%
Burroughs ES	42%	21%	16%	11%	30%	19%	8%	18%	4%	10%	13%	11%
Burrville ES	68%	46%	55%	36%	33%	44%	32%	31%	48%	14%	29%	31%
C.W. Harris ES	81%	6%	50%	14%	31%	50%	19%	27%	12%	8%	35%	16%
Capitol Hill Montessori EC	18%	33%	17%	17%	19%	20%	30%	26%	44%	4%	20%	25%
Cardozo EC	63%	30%	54%	29%	19%	29%	29%	28%	30%	24%	36%	27%
CHOICE Academy	N/A	54%	86%	25%	20%	50%	0%	33%	N/A	N/A	N/A	N/A
Cleveland ES	45%	20%	9%	4%	21%	12%	21%	29%	10%	11%	30%	16%
Columbia Heights EC	50%	35%	42%	26%	19%	18%	22%	17%	23%	13%	32%	18%
Coolidge HS	65%	17%	33%	30%	9%	20%	26%	29%	27%	13%	35%	23%
Deal MS	7%	24%	31%	16%	27%	26%	23%	20%	20%	12%	34%	17%
Dorothy I. Height ES	42%	N/A	N/A	N/A	N/A	91%	89%	24%	15%	17%	N/A	19%
Drew ES	66%	29%	27%	28%	24%	21%	13%	26%	29%	29%	33%	26%
Duke Ellington HS of the Arts	25%	14%	0%	33%	25%	40%	0%	50%	0%	33%	32%	29%
Dunbar HS	68%	27%	25%	18%	26%	54%	44%	22%	52%	26%	47%	33%
Eastern HS	64%	18%	10%	19%	20%	18%	32%	27%	26%	23%	35%	25%
Eaton ES	6%	21%	9%	17%	11%	21%	12%	28%	13%	6%	27%	16%
Eliot-Hine MS	53%	42%	42%	36%	36%	29%	38%	67%	44%	38%	51%	49%
Excel Academy EC	76%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25%	N/A	N/A
Garfield ES	80%	33%	40%	18%	23%	26%	32%	9%	48%	28%	38%	29%
Garrison ES	33%	23%	48%	35%	28%	41%	29%	26%	45%	7%	41%	26%
H.D. Cooke ES	36%	36%	35%	14%	43%	34%	8%	18%	27%	21%	36%	22%
H.D. Woodson HS	68%	33%	24%	15%	2%	38%	25%	27%	26%	19%	34%	24%
Hardy MS	13%	27%	35%	6%	13%	21%	18%	19%	6%	10%	29%	11%
Hart MS	79%	28%	50%	33%	26%	29%	37%	23%	10%	14%	34%	16%
Hearst ES	5%	24%	29%	24%	22%	19%	22%	10%	19%	20%	16%	16%
Hendley ES	90%	33%	41%	22%	45%	53%	29%	29%	34%	16%	44%	27%
Houston ES	66%	14%	6%	32%	19%	23%	26%	19%	21%	17%	33%	19%
Hyde-Addison ES	10%	18%	27%	12%	32%	4%	18%	11%	26%	21%	31%	20%

School Name	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Ida B. Wells	42%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28%	N/A	N/A
Inspiring Youth Program	N/A	56%	50%	13%	13%	67%	44%	40%	75%	0%	53%	44%
J.O. Wilson ES	51%	9%	25%	6%	25%	28%	28%	29%	21%	7%	35%	19%
Janney ES	1%	11%	10%	16%	16%	10%	16%	11%	20%	7%	26%	13%
Jefferson MS	52%	48%	71%	32%	35%	11%	23%	33%	29%	11%	35%	24%
Johnson MS	79%	45%	41%	24%	55%	41%	43%	17%	42%	35%	49%	31%
Kelly Miller MS	69%	40%	64%	21%	43%	23%	41%	22%	36%	27%	42%	28%
Ketcham ES	81%	40%	33%	24%	39%	42%	44%	17%	39%	8%	41%	21%
Key ES	2%	18%	15%	14%	14%	22%	17%	11%	13%	34%	31%	20%
Kimball ES	81%	25%	37%	32%	39%	30%	22%	8%	8%	11%	32%	9%
King ES	80%	39%	46%	28%	33%	41%	41%	27%	54%	38%	48%	39%
Kramer MS	84%	55%	50%	32%	46%	46%	52%	39%	35%	36%	37%	37%
Lafayette ES	3%	9%	12%	19%	12%	17%	12%	17%	11%	12%	29%	13%
Langdon ES	54%	20%	55%	19%	38%	23%	20%	30%	8%	7%	34%	15%
Langley ES	47%	44%	60%	24%	12%	43%	52%	26%	21%	23%	41%	24%
LaSalle-Backus EC	51%	31%	50%	12%	33%	28%	17%	18%	32%	24%	36%	25%
Leckie EC	51%	15%	29%	8%	3%	22%	14%	31%	22%	24%	32%	26%
Ludlow-Taylor ES	16%	22%	14%	22%	18%	19%	6%	14%	8%	11%	26%	11%
Luke C. Moore HS	N/A	35%	41%	6%	47%	31%	27%	14%	12%	24%	39%	17%
MacFarland MS	33%	N/A	N/A	N/A	N/A	N/A	17%	0%	36%	21%	N/A	23%
Malcolm X ES	80%	57%	56%	7%	25%	35%	25%	23%	57%	5%	41%	30%
Mann ES	2%	33%	13%	17%	8%	15%	24%	10%	15%	21%	29%	15%
Marie Reed ES	24%	18%	28%	15%	32%	5%	8%	23%	12%	7%	28%	14%
Maury ES	7%	9%	18%	21%	24%	19%	11%	14%	13%	13%	30%	13%
McKinley Tech HS/MS	29%	27%	21%	10%	27%	18%	25%	13%	26%	15%	33%	18%
Miner ES	58%	14%	29%	17%	24%	21%	32%	19%	23%	9%	33%	17%
Moten ES	82%	46%	40%	31%	28%	22%	55%	20%	58%	31%	44%	37%
Murch ES	4%	14%	8%	20%	13%	27%	21%	15%	17%	15%	30%	16%
Nalle ES	66%	22%	39%	13%	28%	27%	32%	35%	17%	10%	36%	21%
Noyes ES	62%	50%	39%	26%	61%	25%	23%	21%	14%	13%	39%	16%
Orr ES	76%	27%	35%	21%	26%	35%	23%	28%	17%	7%	19%	18%
Oyster-Adams Bilingual EC	6%	16%	25%	14%	23%	19%	19%	20%	13%	11%	30%	15%
Patterson ES	84%	35%	60%	9%	22%	9%	18%	15%	12%	8%	27%	12%
Payne ES	40%	21%	6%	12%	15%	17%	36%	32%	23%	17%	20%	24%
Peabody ES	4%	25%	7%	16%	18%	38%	19%	13%	19%	13%	32%	15%
Phelps ACE HS	45%	35%	33%	18%	10%	35%	29%	25%	27%	32%	36%	28%
Plummer ES	73%	23%	53%	28%	18%	20%	18%	23%	22%	7%	28%	18%
Powell ES	26%	31%	35%	8%	36%	22%	24%	24%	24%	17%	36%	22%
Randle Highlands ES	52%	20%	14%	10%	38%	27%	19%	4%	9%	8%	30%	7%

School Name	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Raymond EC	41%	17%	16%	14%	39%	34%	37%	13%	23%	20%	38%	19%
River Terrace EC	48%	14%	29%	24%	65%	23%	52%	48%	21%	25%	48%	32%
Ron Brown College Prep HS	56%	N/A	N/A	N/A	N/A	N/A	42%	11%	25%	21%	N/A	20%
Roosevelt HS	71%	41%	40%	16%	30%	36%	43%	37%	11%	19%	45%	30%
Roosevelt STAY HS	N/A	14%	33%	23%	21%	44%	71%	7%	11%	19%	45%	14%
Ross ES	5%	0%	20%	13%	43%	23%	38%	15%	41%	24%	44%	28%
Savoy ES	86%	14%	9%	32%	36%	48%	28%	25%	25%	22%	41%	24%
School Without Walls EC (PK-12)	10%	14%	32%	7%	17%	19%	20%	20%	12%	10%	29%	14%
School-Within-School ES	7%	13%	30%	5%	19%	15%	20%	21%	7%	10%	28%	13%
Seaton ES	31%	4%	31%	18%	16%	12%	24%	16%	9%	11%	28%	11%
Shepherd ES	9%	36%	21%	4%	29%	25%	15%	23%	20%	11%	33%	18%
Simon ES	70%	26%	29%	10%	26%	19%	17%	16%	13%	13%	30%	14%
Smothers ES	69%	18%	39%	13%	50%	57%	29%	8%	16%	22%	40%	16%
Sousa MS	73%	45%	57%	24%	52%	35%	26%	10%	8%	28%	39%	16%
Stanton ES	86%	32%	20%	18%	38%	23%	22%	11%	31%	15%	35%	19%
Stoddert ES	3%	8%	8%	7%	13%	16%	10%	13%	3%	13%	26%	10%
Stuart-Hobson MS	27%	35%	37%	23%	26%	31%	23%	17%	19%	11%	34%	15%
Takoma EC	34%	34%	24%	19%	22%	17%	21%	18%	9%	18%	31%	15%
Thomas ES	74%	11%	20%	10%	29%	21%	24%	18%	23%	13%	32%	18%
Thomson ES	32%	18%	10%	17%	10%	14%	25%	11%	14%	6%	27%	10%
Truesdell EC	42%	44%	60%	18%	50%	32%	38%	27%	31%	48%	46%	36%
Tubman ES	45%	16%	31%	15%	38%	20%	22%	14%	18%	13%	33%	15%
Turner ES	81%	41%	41%	12%	32%	6%	26%	8%	29%	30%	33%	22%
Tyler ES	38%	31%	50%	27%	28%	24%	37%	14%	16%	24%	35%	18%
Van Ness ES	30%	N/A	N/A	N/A	N/A	22%	36%	18%	17%	12%	N/A	15%
Walker-Jones EC	76%	33%	65%	14%	40%	44%	40%	33%	25%	14%	42%	24%
Washington Metropolitan	N/A	58%	47%	29%	50%	53%	55%	16%	N/A	N/A	N/A	N/A
Watkins ES	18%	21%	45%	20%	18%	52%	19%	19%	32%	17%	37%	23%
West EC	35%	57%	45%	39%	57%	38%	18%	25%	35%	19%	42%	26%
Wheatley EC	66%	22%	42%	14%	53%	26%	18%	23%	45%	24%	42%	31%
Whittier EC	45%	23%	31%	9%	18%	23%	17%	9%	20%	24%	32%	18%
Woodrow Wilson HS	22%	21%	22%	18%	15%	19%	30%	15%	21%	12%	31%	16%
Youth Services Center	N/A	47%	36%	15%	58%	27%	38%	46%	30%	27%	48%	35%
<b>Total</b>		<b>28%</b>	<b>33%</b>	<b>18%</b>	<b>27%</b>	<b>27%</b>	<b>26%</b>	<b>21%</b>	<b>23%</b>	<b>17%</b>	<b>23%</b>	<b>20%</b>

In DCPS local schools as a whole, as with ET-15 staff, about one-fourth of classroom teachers have been leaving their schools annually, but as of the last three years, the rate has dropped to an average

of 20%. About two-thirds of all schools have experienced recent improvement, with the caveat that we cannot know whether this will outlast the COVID-19 pandemic. Percentages at individual schools still vary widely from one school to another and from one year to another within the same school, and for almost all schools in all years the percentages are still in double digits. The remaining tables explore differences among schools by ward, level, and their percentage of at-risk students.

### ***Turnover of DCPS Classroom Teachers at the School Level by Ward***

In addition to schools that are zoned for neighborhoods, DCPS has a variety of schools that serve students citywide (these are marked by abbreviation in the table above):

- Adult (AD): Ballou STAY, Roosevelt STAY, Luke C. Moore
- Alternative (ALT): CHOICE, Inspiring Youth (DC Jail), Washington Metropolitan (now closed), Youth Services Center
- Lottery (LOTT): Capitol Hill Montessori, Ron Brown College Prep, School-Within-A School
- Special Education (SE): River Terrace (formerly Mamie D. Lee and Sharpe Health)
- Selective high schools (SEL): Banneker, Ellington, McKinley, Phelps, School Without Walls

We have separated these from the neighborhood schools because though located physically in a ward, they have no ward-based community, and because the special characteristics of their missions may well correlate with their teacher turnover.

**Table 13: Percent of DCPS Classroom Teachers Leaving Their Schools by Ward SY 2011-12 through SY 2019-20**

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Ward 1	8	27%	35%	19%	24%	20%	19%	20%	21%	15%	20%	19%
Ward 2	5	20%	28%	17%	22%	28%	29%	16%	24%	12%	19%	18%
Ward 3	10	19%	19%	16%	17%	20%	21%	16%	17%	14%	17%	16%
Ward 4	16	27%	32%	17%	28%	30%	28%	22%	22%	20%	24%	21%
Ward 5	9	32%	43%	19%	40%	30%	28%	23%	29%	22%	28%	25%
Ward 6	17	25%	33%	20%	25%	27%	27%	24%	20%	15%	22%	20%
Ward 7	15	31%	36%	20%	28%	30%	25%	20%	22%	16%	23%	20%
Ward 8	19	35%	40%	22%	33%	31%	32%	22%	33%	19%	28%	25%
Adult	3	37%	35%	11%	33%	35%	33%	9%	18%	23%	23%	18%
Alternative	3	54%	51%	21%	43%	47%	42%	30%	41%	9%	34%	27%
Lottery	3	25%	23%	11%	19%	17%	28%	20%	25%	17%	20%	20%
Special Education	1	14%	29%	24%	65%	23%	52%	48%	21%	25%	37%	32%

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Selective HS	6	23%	26%	12%	18%	21%	23%	17%	17%	15%	18%	16%
Non-ward total	16	29%	31%	14%	26%	26%	29%	20%	21%	17%	22%	19%
<b>DCPS average</b>	<b>115</b>	<b>28%</b>	<b>33%</b>	<b>18%</b>	<b>27%</b>	<b>27%</b>	<b>26%</b>	<b>21%</b>	<b>23%</b>	<b>17%</b>	<b>23%</b>	<b>20%</b>

The neighborhood school turnover rates generally correspond with median household income and similar measures that differentiate the District's wards. Turnover is consistently lowest in Ward 3 and often in Ward 2 (which has few schools), and highest in Wards 5 and 8. Among citywide schools, turnover is low in the selective high schools and three popular citywide assignment-by-lottery schools. It fluctuates in alternative and adult schools, both small in number and is high in the one special education school. As happened generally there were significant drops in all wards last year.

### *Turnover of DCPS Classroom Teachers at the School Level by School Grade Configuration*

Most DCPS schools have one of four standard configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

**Table 14: Percent of DCPS Classroom Teachers Leaving Their Schools by School Grade Configuration SY 2011-12 through SY 2019-20**

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
Elementary	64	25%	29%	18%	26%	26%	24%	19%	21%	15%	21%	18%
Educ Campus PK3-8	14	28%	36%	15%	31%	27%	24%	22%	24%	22%	24%	22%
Educ Campus Other PK3-12 or 6-12	4	28%	38%	19%	20%	21%	24%	20%	23%	15%	20%	19%
Middle School	13	36%	46%	23%	33%	29%	31%	24%	25%	20%	26%	23%
High School (excludes alternative)	13	29%	30%	20%	21%	30%	32%	23%	29%	18%	25%	24%
Adult	3	37%	35%	11%	33%	35%	33%	9%	18%	23%	23%	18%
<b>DCPS average</b>	<b>111</b>	<b>28%</b>	<b>33%</b>	<b>18%</b>	<b>27%</b>	<b>27%</b>	<b>26%</b>	<b>21%</b>	<b>23%</b>	<b>17%</b>	<b>23%</b>	<b>20%</b>

Classroom teacher turnover is highest in DCPS middle and high schools, with about one-quarter of the staff leaving annually, compared to more like one-fifth of the staff at elementary schools. The departure rate dropped at all levels in 2018, rose again in 2019, and dropped more noticeably in 2020. The rate of departure at the education campuses with exceptional structures, though shown for

completeness' sake, are not meaningful because two of them (McKinley and School Without Walls) combine selective high schools with neighborhood lower schools. All four are large schools with relatively lower turnover rates, suggesting that redistributing them into their grade level components would lower the total high school turnover rates a little.

### ***Turnover of DCPS Classroom Teachers at the School Level by Percent of Students At-Risk***

Since SY 2014, the metric for identifying students needing high levels of support is “at-risk” status, defined as students who are homeless, in foster care, welfare and food stamp recipients plus high school students who are overage for their grade, as determined from DC government databases. It is not applied to alternative and adult schools, and is replaced here by free/reduced price lunch eligibility in the two earliest school years

**Table 15: Percent of DCPS Classroom Teachers Leaving Their Schools by Percent of Students At-Risk SY 2011-12 through SY 2019-20**

	# schs 2020	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7 yr aver	3 yr aver
0-20% at risk	23	14%	12%	15%	19%	21%	19%	17%	16%	13%	17%	15%
20-40% at risk	19	19%	25%	18%	19%	20%	28%	18%	20%	15%	19%	18%
40-60% at risk	27	29%	30%	17%	26%	26%	23%	21%	21%	20%	22%	21%
60-80% at risk	29	29%	39%	21%	30%	31%	31%	25%	28%	20%	27%	25%
80-100% at risk	11	30%	36%	23%	33%	33%	32%	20%	34%	16%	29%	24%
<b>DCPS average</b>	<b>109</b>	<b>27%</b>	<b>33%</b>	<b>18%</b>	<b>26%</b>	<b>27%</b>	<b>26%</b>	<b>21%</b>	<b>23%</b>	<b>17%</b>	<b>23%</b>	<b>20%</b>

As the percentage of students designated at-risk increases, so does the rate at which classroom teachers leave their schools. At the 23 schools with the fewest students designated at-risk, the rate has been 17% over seven years and 15% over the last three years, while at the 40 schools with the highest percentages, one-quarter of the classroom teachers have been leaving annually though rates dropped more for those schools than for others in 2020.

### **THREE- TO FIVE-YEAR TEACHER TURNOVER AT THE SCHOOL LEVEL IN DCPS**

The data and discussion in the above sections of this report all regard *annual* levels of teacher turnover. To determine whether or not these numbers represent a small group of revolving replacements offset by a large stable core of staff, we also studied the numbers of individual ET-15 staff who leave within three and five years of their tenure at each school. (Numbers for the *system* level appear in the first section above.) Because annual turnover numbers for all ET-15s are indistinguishable from those for classroom teachers, we limited the following analysis to all ET-15s only. We show a range in order to illustrate the high level of variance among schools and to clarify the effect of removing outliers. The 5<sup>th</sup> percentile is the sixth school above the minimum and the 95<sup>th</sup>

is the sixth school below the maximum. Those between the 25<sup>th</sup> and 75<sup>th</sup> percentiles are half of all schools and even here there is wide variation.

**Table 16: Range of ET-15 Staff Departures at DCPS School Level Over Three- and Five-Year Periods**

	Over 3 years				Over 5 years			
	2018	2019	2020	2021	2018	2019	2020	2021
Minimum	24%	16%	21%	18%	34%	31%	34%	35%
5th percentile	35%	31%	28%	26%	45%	45%	43%	42%
25th percentile	45%	42%	39%	36%	58%	55%	56%	52%
Median	54%	50%	48%	43%	74%	64%	65%	61%
75th percentile	67%	62%	60%	52%	85%	76%	77%	73%
95th percentile	85%	78%	78%	73%	100%	89%	91%	89%
Maximum	100%	86%	83%	100%	100%	96%	96%	94%

**The short answer to the question posed above is no: patterns for three- and five-year turnover are those of annual turnover writ large.** At DCPS local schools, on average, about 50% of the staff employed three years earlier had left as of the period from SY 2017-18 and SY 2020-21, and about two-thirds of the staff employed five years earlier had left as of the same period. The ranges among schools are enormous, as the table below shows, but even the single most stable schools lose one-quarter to one-fifth of their staff over three years and one-third over five years. One-fourth of schools lose two-thirds to 100% of their staff over three years, and 75-100% over five years. As the changes in the above table indicate, the decrease in ET-15 staff departures last year and two years before that sufficed to change the three- and five-year leave rates noticeably. For that reason, we show all four sets of data below.

**Table 17: Number and Percent of ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods**

**As of 2017-18**

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Aiton ES	7	ES	79%	26	23	88%	20	20	100%
Amidon-Bowen ES	6	ES	65%	31	19	61%	23	18	78%
Anacostia HS	8	HS	84%	58	32	55%	66	53	80%
Ballou HS	8	HS	80%	63	43	68%	94	78	83%
Ballou STAY HS	AD	AD	N/A	18	9	50%	17	13	76%
Bancroft ES	1	ES	30%	52	19	37%	49	30	61%
Barnard ES	4	ES	48%	59	29	49%	52	36	69%

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Beers ES	7	ES	53%	42	10	24%	33	14	42%
Benjamin Banneker HS	SEL	HS	19%	31	14	45%	30	15	50%
Brent ES	6	ES	4%	30	11	37%	28	14	50%
Brightwood EC	4	EC	42%	54	21	39%	44	25	57%
Brookland MS	5	MS	51%	N/A	N/A	N/A	N/A	N/A	N/A
Browne EC	5	EC	73%	41	27	66%	35	28	80%
Bruce-Monroe ES	1	ES	41%	53	19	36%	48	25	52%
Bunker Hill ES	5	ES	45%	23	15	65%	24	22	92%
Burroughs ES	5	ES	41%	33	16	48%	32	16	50%
Burrville ES	7	ES	69%	22	14	64%	25	18	72%
C.W. Harris ES	7	ES	82%	29	19	66%	22	21	95%
Capitol Hill Montessori EC	LOTT	EC	18%	25	13	52%	15	8	53%
Cardozo HS/MS	1	EC2	68%	79	42	53%	61	53	87%
CHOICE Academy	ALT	ALT	N/A	6	3	50%	8	6	75%
Cleveland ES	1	ES	49%	26	10	38%	27	12	44%
Columbia Heights HS/MS	1	EC2	53%	103	43	42%	102	63	62%
Coolidge HS	4	HS	72%	38	13	34%	46	34	74%
Deal MS	3	MS	7%	100	58	58%	84	58	69%
Dorothy I. Height ES	4	ES	36%	N/A	N/A	N/A	N/A	N/A	N/A
Drew ES	7	ES	75%	20	10	50%	17	13	76%
Duke Ellington HS of the Arts	SEL	HS	29%	N/A	N/A	N/A	N/A	N/A	N/A
Dunbar HS	5	HS	65%	48	41	85%	46	42	91%
Eastern HS	6	HS	60%	75	41	55%	43	28	65%
Eaton ES	3	ES	6%	38	13	34%	35	18	51%
Eliot-Hine MS	6	MS	62%	28	19	68%	29	22	76%
Garfield ES	8	ES	82%	27	13	48%	23	15	65%
Garrison ES	2	ES	38%	33	22	67%	26	22	85%
H.D. Cooke ES	1	ES	43%	42	31	74%	39	34	87%
H.D. Woodson HS	7	HS	71%	60	31	52%	68	45	66%
Hardy MS	2	MS	20%	36	17	47%	38	27	71%
Hart MS	8	MS	78%	51	30	59%	46	35	76%
Hearst ES	3	ES	6%	26	11	42%	24	18	75%
Hendley ES	8	ES	93%	38	27	71%	45	38	84%
Houston ES	7	ES	71%	30	12	40%	20	9	45%
Hyde-Addison ES	2	ES	12%	30	14	47%	25	15	60%
Inspiring Youth Program	ALT	ALT	N/A	9	9	100%	6	6	100%
J.O. Wilson ES	6	ES	46%	41	22	54%	35	25	71%
Janney ES	3	ES	1%	55	19	35%	43	21	49%
Jefferson MS	6	MS	58%	31	13	42%	29	26	90%
Johnson MS	8	MS	81%	28	21	75%	24	19	79%
Kelly Miller MS	7	MS	68%	43	31	72%	52	47	90%
Ketcham ES	8	ES	82%	26	21	81%	17	14	82%



				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Key ES	3	ES	2%	30	14	47%	29	15	52%
Kimball ES	7	ES	79%	25	17	68%	24	20	83%
King ES	8	ES	84%	33	28	85%	42	40	95%
Kramer MS	8	MS	86%	33	27	82%	21	20	95%
Lafayette ES	4	ES	3%	53	20	38%	53	27	51%
Langdon ES	5	ES	53%	33	19	58%	44	33	75%
Langley ES	5	ES	55%	28	19	68%	37	31	84%
LaSalle-Backus EC	4	EC	53%	43	21	49%	31	19	61%
Leckie EC	8	EC	47%	33	12	36%	31	17	55%
Ludlow-Taylor ES	6	ES	23%	31	11	35%	24	11	46%
Luke C. Moore HS	AD	AD	N/A	21	11	52%	22	14	64%
MacFarland MS	4	MS	42%	N/A	N/A	N/A	N/A	N/A	N/A
Malcolm X ES	8	ES	85%	18	10	56%	21	15	71%
Mann ES	3	ES	2%	28	10	36%	27	13	48%
Marie Reed ES	1	ES	31%	43	20	47%	37	24	65%
Maury ES	6	ES	7%	28	13	46%	27	18	67%
McKinley Tech HS/MS	SEL	EC2	43%	72	31	43%	54	31	57%
Miner ES	6	ES	61%	38	23	61%	38	29	76%
Moten ES	8	ES	85%	34	24	71%	25	23	92%
Murch ES	3	ES	4%	53	25	47%	42	19	45%
Nalle ES	7	ES	73%	34	19	56%	26	15	58%
Noyes ES	5	ES	73%	31	20	65%	27	20	74%
Orr ES	8	ES	77%	27	15	56%	29	18	62%
Oyster-Adams Bilingual EC	3	EC	10%	69	32	46%	66	38	58%
Patterson ES	8	ES	87%	37	13	35%	28	21	75%
Payne ES	6	ES	46%	30	15	50%	18	8	44%
Peabody ES	6	ES	5%	18	9	50%	16	8	50%
Phelps ACE HS	SEL	HS	49%	34	23	68%	35	24	69%
Plummer/Davis ES	7	ES	78%	38	17	45%	36	29	81%
Powell ES	4	ES	36%	50	30	60%	39	27	69%
Randle Highlands ES	7	ES	54%	33	21	64%	31	22	71%
Raymond EC	4	EC	45%	56	33	59%	41	29	71%
River Terrace EC	SE	SE	49%	27	24	89%	40	38	95%
Ron Brown College Prep HS	LOTT	HS	56%	N/A	N/A	N/A	N/A	N/A	N/A
Roosevelt HS	4	HS	68%	45	30	67%	64	51	80%
Roosevelt STAY HS	AD	AD	N/A	17	16	94%	12	12	100%
Ross ES	2	ES	6%	16	13	81%	14	12	86%
Savoy ES	8	ES	78%	30	24	80%	28	24	86%
School Without Walls EC (PK-12)	SEL	EC2	13%	81	29	36%	64	33	52%
School-Within-School ES	LOTT	ES	3%	25	10	40%	12	6	50%

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Seaton ES	6	ES	40%	33	15	45%	30	19	63%
Shepherd ES	4	ES	14%	28	10	36%	28	13	46%
Simon ES	8	ES	71%	24	12	50%	23	14	61%
Smothers ES	7	ES	68%	27	20	74%	23	20	87%
Sousa MS	7	MS	73%	28	21	75%	28	25	89%
Stanton ES	8	ES	89%	44	21	48%	26	15	58%
Stoddert ES	3	ES	3%	35	9	26%	29	10	34%
Stuart-Hobson MS	6	MS	28%	32	21	66%	31	25	81%
Takoma EC	4	EC	45%	46	25	54%	32	20	63%
Thomas ES	7	ES	76%	37	18	49%	31	17	55%
Thomson ES	2	ES	40%	36	16	44%	33	19	58%
Truesdell EC	4	EC	55%	57	45	79%	42	32	76%
Tubman ES	1	ES	54%	52	28	54%	48	36	75%
Turner ES	8	ES	83%	34	19	56%	26	22	85%
Tyler ES	6	ES	35%	48	29	60%	38	32	84%
Van Ness ES	6	ES	26%	N/A	N/A	N/A	N/A	N/A	N/A
Walker-Jones EC	6	EC	77%	46	36	78%	41	37	90%
Washington Metropolitan HS	ALT	ALT	N/A	28	25	89%	20	17	85%
Watkins ES	6	ES	19%	38	22	58%	38	31	82%
West EC	4	EC	38%	26	16	62%	21	16	76%
Wheatley EC	5	EC	79%	43	30	70%	40	35	88%
Whittier EC	4	EC	49%	38	16	42%	28	15	54%
Woodrow Wilson HS	3	HS	26%	121	56	46%	120	71	59%
Youth Services Center	ALT	ALT	N/A	14	10	71%	12	10	83%
Average				4,147	2,258	54%	3,758	2,624	70%

**As of 2018-19**

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2019	# ET15 SY 2016	# gone by SY 2019	% gone by SY 2019	# ET15 SY 2014	# gone by SY 2019	% gone by SY 2019
Aiton ES	7	ES	89%	28	23	82%	25	24	96%
Amidon-Bowen ES	6	ES	73%	32	18	56%	26	18	69%
Anacostia HS	8	HS	94%	68	38	56%	70	48	69%
Ballou HS	8	HS	90%	89	54	61%	68	51	75%
Ballou STAY HS	AD	AD	N/A	16	5	31%	19	11	58%
Bancroft ES	1	ES	38%	54	15	28%	48	25	52%
Barnard ES	4	ES	51.1	59	27	46%	59	37	63%
Beers ES	7	ES	58%	43	7	16%	39	13	33%
Benjamin Banneker HS	SEL	HS	26%	35	11	31%	34	19	56%

				Over Period of 3 Years			Over Period of 5 Years		
			At-risk	# ET15	# gone	% gone	# ET15	# gone	% gone
School Name	Ward	Level	2019	SY 2016	by SY 2019	by SY 2019	SY 2014	by SY 2019	by SY 2019
Brent ES	6	ES	9%	32	13	41%	33	15	45%
Brightwood EC	4	EC	54%	67	26	39%	56	30	54%
Brookland MS	5	MS	55%	23	N/A	N/A	N/A	N/A	N/A
Browne EC	5	EC	76%	44	25	57%	38	29	76%
Bruce-Monroe ES	1	ES	53%	59	26	44%	54	29	54%
Bunker Hill ES	5	ES	52%	17	10	59%	21	16	76%
Burroughs ES	5	ES	50%	31	12	39%	31	16	52%
Burrville ES	7	ES	74%	29	21	72%	27	20	74%
C.W. Harris ES	7	ES	75%	30	18	60%	24	19	79%
Capitol Hill Montessori EC	LOTT	EC	12%	25	14	56%	23	16	70%
Cardozo EC	1	EC2	83%	97	51	53%	80	53	66%
CHOICE Academy	ALT	ALT	N/A	8	6	75%	5	3	60%
Cleveland ES	1	ES	50%	29	13	45%	27	13	48%
Columbia Heights EC	1	EC2	65%	120	51	43%	109	63	58%
Coolidge HS	4	HS	84%	47	24	51%	42	25	60%
Deal MS	3	MS	8%	105	57	54%	100	69	69%
Dorothy I. Height ES	4	ES	47%	51	18	35%	N/A	N/A	N/A
Drew ES	7	ES	78%	23	11	48%	21	13	62%
Duke Ellington HS of the Arts	SEL	HS	31%	8	N/A	N/A	6	N/A	N/A
Dunbar HS	5	HS	77%	63	52	83%	52	48	92%
Eastern HS	6	HS	73%	87	46	53%	73	51	70%
Eaton ES	3	ES	6%	37	15	41%	37	19	51%
Eliot-Hine MS	6	MS	71%	28	20	71%	29	23	79%
Garfield ES	8	ES	85%	28	14	50%	27	16	59%
Garrison ES	2	ES	48%	32	22	69%	29	25	86%
H.D. Cooke ES	1	ES	57%	44	26	59%	42	34	81%
H.D. Woodson HS	7	HS	80%	62	30	48%	66	43	65%
Hardy MS	2	MS	23%	36	17	47%	34	20	59%
Hart MS	8	MS	88%	51	26	51%	50	35	70%
Hearst ES	3	ES	10%	31	11	35%	28	18	64%
Hendley ES	8	ES	92%	41	27	66%	39	30	77%
Houston ES	7	ES	81%	31	11	35%	27	12	44%
Hyde-Addison ES	2	ES	6%	31	11	35%	33	18	55%
Inspiring Youth Program	ALT	ALT	N/A	11	8	73%	9	7	78%
J.O. Wilson ES	6	ES	49%	44	25	57%	40	25	63%
Janney ES	3	ES	2%	57	17	30%	49	20	41%
Jefferson MS	6	MS	63%	33	14	42%	32	21	66%
Johnson MS	8	MS	90%	33	23	70%	32	23	72%
Kelly Miller MS	7	MS	71%	46	29	63%	38	33	87%
Ketcham ES	8	ES	90%	28	19	68%	26	23	88%
Key ES	3	ES	3%	28	12	43%	32	19	59%
Kimball ES	7	ES	82%	27	11	41%	25	18	72%

				Over Period of 3 Years			Over Period of 5 Years		
			At-risk	# ET15	# gone	% gone	# ET15	# gone	% gone
School Name	Ward	Level	2019	SY 2016	by SY 2019	by SY 2019	SY 2014	by SY 2019	by SY 2019
King ES	8	ES	89%	36	27	75%	39	35	90%
Kramer MS	8	MS	91%	33	26	79%	29	27	93%
Lafayette ES	4	ES	3%	56	18	32%	56	30	54%
Langdon ES	5	ES	59%	26	13	50%	30	21	70%
Langley ES	5	ES	61%	32	25	78%	27	22	81%
LaSalle-Backus EC	4	EC	58%	44	20	45%	40	21	53%
Leckie EC	8	EC	42%	40	23	58%	28	15	54%
Ludlow-Taylor ES	6	ES	30%	34	12	35%	29	13	45%
Luke C. Moore HS	AD	AD	0.0%	22	11	50%	22	13	59%
MacFarland MS	4	MS	69%	N/A	N/A	N/A	N/A	N/A	N/A
Malcolm X ES	8	ES	89%	23	11	48%	15	8	53%
Mann ES	3	ES	2%	32	11	34%	27	12	44%
Marie Reed ES	1	ES	36%	41	15	37%	44	27	61%
Maury ES	6	ES	15%	31	10	32%	31	17	55%
McKinley Tech HS/MS	SEL	EC2	40%	77	30	39%	72	37	51%
Miner ES	6	ES	71%	39	18	46%	41	29	71%
Moten ES	8	ES	89%	37	25	68%	30	25	83%
Murch ES	3	ES	5%	55	25	45%	55	30	55%
Nalle ES	7	ES	79%	35	20	57%	27	16	59%
Noyes ES	5	ES	72%	25	12	48%	26	17	65%
Boone ES	8	ES	80%	35	17	49%	28	16	57%
Oyster-Adams Bilingual EC	3	EC	11%	71	31	44%	64	36	56%
Patterson ES	8	ES	86%	38	12	32%	37	17	46%
Payne ES	6	ES	58%	34	19	56%	29	17	59%
Peabody ES	6	ES	12%	18	9	50%	20	12	60%
Phelps ACE HS	SEL	HS	68%	34	18	53%	32	18	56%
Plummer/Davis ES	7	ES	80%	39	18	46%	34	20	59%
Powell ES	4	ES	50%	54	31	57%	47	35	74%
Randle Highlands ES	7	ES	62%	34	13	38%	33	21	64%
Raymond EC	4	EC	60%	62	34	55%	48	31	65%
River Terrace EC	SE	SE	49%	26	20	77%	34	32	94%
Ron Brown College Prep HS	LOTT	HS	91%	N/A	N/A	N/A	N/A	N/A	N/A
Roosevelt HS	4	HS	86%	60	44	73%	46	36	78%
Roosevelt STAY HS	AD	AD	0.0%	21	18	86%	15	14	93%
Ross ES	2	ES	4%	16	10	63%	18	15	83%
Savoy ES	8	ES	82%	33	22	67%	42	37	88%
School Without Walls EC (PK-12)	SEL	EC2	17%	92	39	42%	77	41	53%
School-Within-School ES	LOTT	ES	7%	31	15	48%	23	12	52%
Seaton ES	6	ES	51%	36	9	25%	29	14	48%
Shepherd ES	4	ES	16%	29	18	62%	28	21	75%

				Over Period of 3 Years			Over Period of 5 Years		
			At-risk	# ET15	# gone	% gone	# ET15	# gone	% gone
School Name	Ward	Level	2019	SY 2016	by SY 2019	by SY 2019	SY 2014	by SY 2019	by SY 2019
Simon ES	8	ES	77%	27	12	44%	23	11	48%
Smothers ES	7	ES	78%	29	18	62%	30	24	80%
Sousa MS	7	MS	73%	28	14	50%	31	26	84%
Stanton ES	8	ES	88%	45	18	40%	42	21	50%
Stoddert ES	3	ES	8%	35	9	26%	32	10	31%
Stuart-Hobson MS	6	MS	34%	35	20	57%	32	23	72%
Takoma EC	4	EC	49%	46	18	39%	41	25	61%
Thomas ES	7	ES	74%	39	20	51%	38	21	55%
Thomson ES	2	ES	43%	35	18	51%	34	18	53%
Truesdell EC	4	EC	65%	63	41	65%	54	46	85%
Tubman ES	1	ES	63%	57	23	40%	45	27	60%
Turner ES	8	ES	87%	38	16	42%	30	21	70%
Tyler ES	6	ES	39%	50	28	56%	48	35	73%
Van Ness ES	6	ES	23%	12	N/A	N/A	N/A	N/A	N/A
Walker-Jones EC	6	EC	81%	51	38	75%	39	33	85%
Washington Metropolitan HS	ALT	ALT	N/A	23	19	83%	22	19	86%
Watkins ES	6	ES	28%	35	24	69%	34	25	74%
West EC	4	EC	49%	32	21	66%	25	20	80%
Wheatley EC	5	EC	90%	41	23	56%	42	36	86%
Whittier EC	4	EC	65%	40	17	43%	37	16	43%
Woodrow Wilson HS	3	HS	34%	134	64	48%	128	73	57%
Youth Services Center	ALT	ALT	N/A	17	11	65%	15	11	73%
<b>Average</b>				<b>4571</b>	<b>2301</b>	<b>50%</b>	<b>4108</b>	<b>2657</b>	<b>65%</b>

### As of 2019-20

				Over Period of 3 Years			Over Period of 5 Years		
			At-risk	# ET15	# gone	% gone	# ET15	# gone	% gone
School Name	Ward	Level	2020	SY 2017	by SY 2020	by SY 2020	SY 2015	by SY 2020	by SY 2020
Aiton ES	7	ES	76%	23	19	83%	26	25	96%
Amidon-Bowen ES	6	ES	59%	33	17	52%	31	22	71%
Anacostia HS	8	HS	83%	61	30	49%	58	38	66%
Ballou HS	8	HS	79%	88	58	66%	63	51	81%
Ballou STAY HS	AD	AD	NA	18	6	33%	20	10	50%
Bancroft ES	1	ES	16%	56	21	38%	52	29	56%
BARD Early College	SEL	HS	46%	N/A	N/A	N/A	N/A	N/A	N/A
Barnard ES	4	ES	37%	59	24	41%	59	35	59%
Beers ES	7	ES	52%	42	9	21%	42	15	36%
Benjamin Banneker HS	SEL	HS	20%	36	10	28%	31	14	45%
Boone ES	8	ES	76%	35	13	37%	27	16	59%

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2020	# ET15 SY 2017	# gone by SY 2020	% gone by SY 2020	# ET15 SY 2015	# gone by SY 2020	% gone by SY 2020
Brent ES	6	ES	3%	33	13	39%	30	13	43%
Brightwood EC	4	EC	30%	69	26	38%	54	29	54%
Brookland MS	5	MS	52%	20	16	80%	N/A	N/A	N/A
Browne EC	5	EC	68%	41	24	59%	41	33	80%
Bruce-Monroe ES	1	ES	27%	54	27	50%	53	31	58%
Bunker Hill ES	5	ES	44%	21	8	38%	23	17	74%
Burroughs ES	5	ES	42%	29	8	28%	33	17	52%
Burrville ES	7	ES	68%	28	23	82%	22	17	77%
C.W. Harris ES	7	ES	81%	31	10	32%	29	21	72%
Capitol Hill Montessori EC	LOTT	EC	18%	27	15	56%	25	18	72%
Cardozo EC	1	EC2	63%	94	57	61%	79	56	71%
CHOICE Academy	ALT	ALT	NA	8	N/A	N/A	6	N/A	N/A
Cleveland ES	1	ES	45%	32	14	44%	26	14	54%
Columbia Heights EC	1	EC2	50%	127	60	47%	104	57	55%
Coolidge HS	4	HS	65%	50	25	50%	38	21	55%
Deal MS	3	MS	7%	105	46	44%	100	66	66%
Dorothy I. Height ES	4	ES	42%	52	20	38%	N/A	N/A	N/A
Drew ES	7	ES	66%	26	16	62%	20	13	65%
Duke Ellington HS of the Arts	SEL	HS	25%	9	N/A	N/A	4	N/A	N/A
Dunbar HS	5	HS	68%	58	44	76%	48	43	90%
Eastern HS	6	HS	64%	84	45	54%	75	46	61%
Eaton ES	3	ES	6%	38	16	42%	38	21	55%
Eliot-Hine MS	6	MS	53%	28	22	79%	28	25	89%
Excel Academy	8	EC	76%	N/A	N/A	N/A	N/A	N/A	N/A
Garfield ES	8	ES	80%	30	18	60%	27	18	67%
Garrison ES	2	ES	33%	31	22	71%	33	28	85%
H.D. Cooke ES	1	ES	36%	44	19	43%	42	33	79%
H.D. Woodson HS	7	HS	68%	67	32	48%	60	39	65%
Hardy MS	2	MS	13%	37	17	46%	36	22	61%
Hart MS	8	MS	79%	45	20	44%	51	34	67%
Hearst ES	3	ES	5%	33	11	33%	26	13	50%
Hendley ES	8	ES	90%	40	25	63%	38	28	74%
Houston ES	7	ES	66%	32	9	28%	30	12	40%
Hyde-Addison ES	2	ES	10%	32	12	38%	30	16	53%
Ida B. Wells	4	MS	42%	N/A	N/A	N/A	N/A	N/A	N/A
Inspiring Youth Program	ALT	ALT	NA	11	9	82%	9	8	89%
J.O. Wilson ES	6	ES	51%	47	24	51%	41	25	61%
Janney ES	3	ES	1%	60	21	35%	55	24	44%
Jefferson MS	6	MS	52%	36	19	53%	31	18	58%
Johnson MS	8	MS	79%	30	17	57%	28	21	75%
Kelly Miller MS	7	MS	69%	41	28	68%	43	35	81%
Ketcham ES	8	ES	81%	30	20	67%	26	21	81%

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2020	# ET15 SY 2017	# gone by SY 2020	% gone by SY 2020	# ET15 SY 2015	# gone by SY 2020	% gone by SY 2020
Key ES	3	ES	2%	34	13	38%	30	18	60%
Kimball ES	7	ES	81%	28	9	32%	25	17	68%
King ES	8	ES	80%	36	23	64%	33	30	91%
Kramer MS	8	MS	84%	32	23	72%	33	30	91%
Lafayette ES	4	ES	3%	56	16	29%	53	26	49%
Langdon ES	5	ES	54%	31	14	45%	33	22	67%
Langley ES	5	ES	47%	32	22	69%	28	23	82%
LaSalle-Backus EC	4	EC	51%	44	22	50%	43	28	65%
Leckie EC	8	EC	51%	38	21	55%	33	22	67%
Ludlow-Taylor ES	6	ES	16%	39	9	23%	31	12	39%
Luke C. Moore HS	AD	AD	98%	23	11	48%	21	14	67%
Macfarland MS	4	MS	33%	9	5	56%	N/A	N/A	N/A
Malcolm X ES	8	ES	80%	25	12	48%	18	11	61%
Mann ES	3	ES	2%	33	12	36%	28	13	46%
Marie Reed ES	1	ES	24%	41	15	37%	43	25	58%
Maury ES	6	ES	7%	31	8	26%	28	16	57%
McKinley Tech HS/MS	SEL	EC2	29%	81	30	37%	72	35	49%
Miner ES	6	ES	58%	36	18	50%	38	29	76%
Moten ES	8	ES	82%	38	28	74%	34	27	79%
Murch ES	3	ES	4%	51	20	39%	53	31	58%
Nalle ES	7	ES	66%	33	16	48%	34	23	68%
Noyes ES	5	ES	62%	26	13	50%	31	24	77%
Oyster-Adams Bilingual EC	3	EC	6%	72	29	40%	69	43	62%
Patterson ES	8	ES	84%	39	16	41%	37	17	46%
Payne ES	6	ES	40%	33	20	61%	30	19	63%
Peabody ES	6	ES	4%	18	8	44%	18	12	67%
Phelps ACE HS	SEL	HS	45%	32	14	44%	34	22	65%
Plummer/Davis ES	7	ES	73%	36	17	47%	38	22	58%
Powell ES	4	ES	26%	52	30	58%	50	38	76%
Randle Highlands ES	7	ES	52%	29	9	31%	33	22	67%
Raymond EC	4	EC	41%	60	31	52%	56	36	64%
River Terrace EC	SE	SE	48%	27	22	81%	27	25	93%
Ron Brown College Prep HS	LOTT	HS	56%	18	9	50%	N/A	N/A	N/A
Roosevelt HS	4	HS	71%	68	49	72%	45	36	80%
Roosevelt STAY HS	AD	AD	NA	18	14	78%	17	16	94%
Ross ES	2	ES	5%	16	8	50%	16	13	81%
Savoy ES	8	ES	86%	32	20	63%	30	26	87%
School Without Walls EC (PK-12)	SEL	EC2	10%	92	33	36%	81	45	56%
School-Within-School ES	LOTT	ES	7%	35	14	40%	25	13	52%
Seaton ES	6	ES	31%	37	11	30%	33	14	42%
Shepherd ES	4	ES	9%	30	12	40%	28	19	68%

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2020	# ET15 SY 2017	# gone by SY 2020	% gone by SY 2020	# ET15 SY 2015	# gone by SY 2020	% gone by SY 2020
Simon ES	8	ES	70%	28	11	39%	24	12	50%
Smothers ES	7	ES	69%	28	14	50%	27	23	85%
Sousa MS	7	MS	73%	26	11	42%	28	23	82%
Stanton ES	8	ES	86%	44	19	43%	44	24	55%
Stoddert ES	3	ES	3%	37	10	27%	35	12	34%
Stuart-Hobson MS	6	MS	27%	36	16	44%	32	24	75%
Takoma EC	4	EC	34%	48	17	35%	46	27	59%
Thomas ES	7	ES	74%	38	19	50%	37	24	65%
Thomson ES	2	ES	32%	33	15	45%	36	22	61%
Truesdell EC	4	EC	42%	62	37	60%	57	49	86%
Tubman ES	1	ES	45%	57	23	40%	52	33	63%
Turner ES	8	ES	81%	41	21	51%	34	22	65%
Tyler ES	6	ES	38%	51	26	51%	48	32	67%
Van Ness ES	6	ES	30%	19	8	42%	N/A	N/A	N/A
Walker-Jones EC	6	EC	76%	49	32	65%	46	40	87%
Washington Metropolitan HS	ALT	ALT	NA	26	18	69%	28	25	89%
Watkins ES	6	ES	18%	33	20	61%	38	28	74%
West EC	4	EC	35%	34	18	53%	26	20	77%
Wheatley EC	5	EC	66%	41	31	76%	43	40	93%
Whittier EC	4	EC	45%	41	14	34%	38	16	42%
Woodrow Wilson HS	3	HS	22%	128	64	50%	121	72	60%
Youth Services Center	ALT	ALT	NA	16	10	63%	14	11	79%
<b>Average</b>				<b>4618</b>	<b>2245</b>	<b>49%</b>	<b>4154</b>	<b>2701</b>	<b>65%</b>

As of 2020-21

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2021	# ET15 SY 2018	# gone by SY 2021	% gone by SY 2021	# ET15 SY 2016	# gone by SY 2021	% gone by SY 2021
Aiton ES	7	ES	80%	26	17	65%	28	25	89%
Amidon-Bowen ES	6	ES	57%	35	15	43%	32	20	63%
Anacostia HS	8	HS	87%	58	27	47%	68	45	66%
Ballou HS	8	HS	84%	84	52	62%	89	68	76%
Ballou STAY HS	AD	AD	N/A	24	8	33%	16	9	56%
Bancroft ES	1	ES	17%	56	19	34%	54	26	48%
BARD Early College	SEL	HS	53%	N/A	N/A	N/A	N/A	N/A	N/A
Barnard ES	4	ES	41%	62	29	47%	59	33	56%
Beers ES	7	ES	55%	44	12	27%	43	15	35%
Benjamin Banneker HS	SEL	HS	24%	35	7	20%	35	14	40%
Boone ES	8	ES	75%	36	13	36%	35	18	51%



				Over Period of 3 Years			Over Period of 5 Years		
			At-risk	# ET15	# gone	% gone	# ET15	# gone	% gone
School Name	Ward	Level	2021	SY 2018	by SY 2021	by SY 2021	SY 2016	by SY 2021	by SY 2021
Brent ES	6	ES	4%	34	13	38%	32	14	44%
Brightwood EC	4	EC	32%	75	29	39%	67	38	57%
Brookland MS	5	MS	53%	18	11	61%	23	20	87%
Browne EC	5	EC	70%	37	20	54%	44	34	77%
Bruce-Monroe ES	1	ES	26%	52	24	46%	59	33	56%
Bunker Hill ES	5	ES	39%	22	15	68%	17	14	82%
Burroughs ES	5	ES	43%	32	11	34%	31	15	48%
Burrville ES	7	ES	72%	31	22	71%	29	24	83%
C.W. Harris ES	7	ES	79%	31	8	26%	30	18	60%
Capitol Hill Montessori EC	LOTT	EC	17%	29	15	52%	25	17	68%
Cardozo EC	1	EC2	65%	95	49	52%	97	69	71%
CHOICE Academy	ALT	ALT	N/A	7	N/A	N/A	8	N/A	N/A
Cleveland ES	1	ES	47%	31	10	32%	29	14	48%
Columbia Heights EC	1	EC2	51%	125	46	37%	120	67	56%
Coolidge HS	4	HS	61%	43	22	51%	47	30	64%
Deal MS	3	MS	10%	116	45	39%	105	63	60%
Dorothy I. Height ES	4	ES	40%	51	20	39%	51	26	51%
Drew ES	7	ES	78%	25	14	56%	23	14	61%
Duke Ellington HS of the Arts	SEL	HS	26%	11	N/A	N/A	8	N/A	N/A
Dunbar HS	5	HS	68%	57	40	70%	63	54	86%
Eastern HS	6	HS	73%	76	39	51%	87	58	67%
Eaton ES	3	ES	9%	38	16	42%	37	19	51%
Eliot-Hine MS	6	MS	53%	28	24	86%	28	25	89%
Excel Academy EC	8	EC	80%	N/A	N/A	N/A	N/A	N/A	N/A
Garfield ES	8	ES	86%	29	14	48%	28	18	64%
Garrison ES	2	ES	36%	30	19	63%	32	26	81%
H.D. Cooke ES	1	ES	41%	46	24	52%	44	32	73%
H.D. Woodson HS	7	HS	76%	63	33	52%	62	42	68%
Hardy MS	2	MS	12%	37	13	35%	36	22	61%
Hart MS	8	MS	75%	42	15	36%	51	29	57%
Hearst ES	3	ES	6%	34	10	29%	31	13	42%
Hendley ES	8	ES	88%	41	41	100%	41	31	76%
Houston ES	7	ES	70%	33	13	39%	31	14	45%
Hyde-Addison ES	2	ES	12%	32	14	44%	31	17	55%
Ida B. Wells MS	4	MS	49%	N/A	N/A	N/A	N/A	N/A	N/A
Inspiring Youth Program	ALT	ALT	NA	10	10	100%	11	10	91%
J.O. Wilson ES	6	ES	50%	48	22	46%	44	28	64%
Janney ES	3	ES	1%	59	21	36%	57	24	42%
Jefferson MS	6	MS	54%	36	14	39%	33	18	55%
Johnson MS	8	MS	81%	29	18	62%	33	25	76%
Kelly Miller MS	7	MS	75%	43	28	65%	46	38	83%
Ketcham ES	8	ES	84%	28	15	54%	28	21	75%

				Over Period of 3 Years			Over Period of 5 Years		
			At-risk	# ET15	# gone	% gone	# ET15	# gone	% gone
School Name	Ward	Level	2021	SY 2018	by SY 2021	by SY 2021	SY 2016	by SY 2021	by SY 2021
Key ES	3	ES	3%	32	12	38%	28	15	54%
Kimball ES	7	ES	82%	30	6	20%	27	13	48%
King ES	8	ES	83%	36	27	75%	36	32	89%
Kramer MS	8	MS	80%	32	24	75%	33	31	94%
Lafayette ES	4	ES	3%	63	17	27%	56	25	45%
Langdon ES	5	ES	55%	30	10	33%	26	15	58%
Langley ES	5	ES	45%	35	17	49%	32	26	81%
LaSalle-Backus EC	4	EC	44%	47	24	51%	44	30	68%
Leckie EC	8	EC	57%	47	26	55%	40	28	70%
Ludlow-Taylor ES	6	ES	16%	42	13	31%	34	14	41%
Luke C. Moore HS	AD	AD	23%	22	11	50%	22	15	68%
Macfarland MS	4	MS	33%	16	4	25%	N/A	N/A	N/A
Malcolm X ES	8	ES	82%	26	13	50%	23	12	52%
Mann ES	3	ES	2%	35	13	37%	32	18	56%
Marie Reed ES	1	ES	24%	48	15	31%	41	18	44%
Maury ES	6	ES	7%	32	9	28%	31	14	45%
McKinley Tech HS/MS	SEL	EC2	32%	76	27	36%	77	38	49%
Miner ES	6	ES	62%	37	16	43%	39	23	59%
Moten ES	8	ES	85%	35	20	57%	37	30	81%
Murch ES	3	ES	4%	46	15	33%	55	32	58%
Nalle ES	7	ES	70%	34	14	41%	35	20	57%
Noyes ES	5	ES	69%	28	12	43%	25	14	56%
Oyster-Adams Bilingual EC	3	EC	7%	68	26	38%	71	42	59%
Patterson ES	8	ES	88%	39	14	36%	38	17	45%
Payne ES	6	ES	34%	37	16	43%	34	22	65%
Peabody ES	6	ES	4%	19	9	47%	18	11	61%
Phelps ACE HS	SEL	HS	54%	32	15	47%	34	22	65%
Plummer/Davis ES	7	ES	73%	39	15	38%	39	20	51%
Powell ES	4	ES	28%	56	28	50%	54	38	70%
Randle Highlands ES	7	ES	60%	28	5	18%	34	17	50%
Raymond EC	4	EC	44%	60	25	42%	62	39	63%
River Terrace EC	SE	SE	47%	30	21	70%	26	23	88%
Ron Brown College Prep HS	LOTT	HS	52%	25	10	40%	N/A	N/A	N/A
Roosevelt HS	4	HS	72%	67	42	63%	60	50	83%
Roosevelt STAY HS	AD	AD	N/A	19	8	42%	21	19	90%
Ross ES	2	ES	3%	16	7	44%	16	12	75%
Savoy ES	8	ES	87%	31	17	55%	33	26	79%
School Without Walls EC (PK-12)	SEL	EC2	8%	95	32	34%	92	47	51%
School-Within-School ES	LOTT	ES	8%	33	10	30%	31	16	52%
Seaton ES	6	ES	31%	37	11	30%	36	13	36%

School Name	Ward	Level	At-risk 2021	Over Period of 3 Years			Over Period of 5 Years		
				# ET15 SY 2018	# gone by SY 2021	% gone by SY 2021	# ET15 SY 2016	# gone by SY 2021	% gone by SY 2021
Shepherd ES	4	ES	9%	32	12	38%	29	19	66%
Simon ES	8	ES	74%	28	10	36%	27	12	44%
Smothers ES	7	ES	76%	29	12	41%	29	22	76%
Sousa MS	7	MS	72%	34	12	35%	28	18	64%
Stanton ES	8	ES	86%	44	23	52%	45	26	58%
Stoddert ES	3	ES	5%	36	11	31%	35	13	37%
Stuart-Hobson MS	6	MS	30%	34	13	38%	35	25	71%
Takoma EC	4	EC	37%	51	20	39%	46	23	50%
Thomas ES	7	ES	78%	38	18	47%	39	23	59%
Thomson ES	2	ES	37%	34	9	26%	35	21	60%
Truesdell EC	4	EC	38%	65	49	75%	63	55	87%
Tubman ES	1	ES	47%	57	16	28%	57	27	47%
Turner ES	8	ES	81%	43	21	49%	38	23	61%
Tyler ES	6	ES	39%	46	21	46%	50	33	66%
Van Ness ES	6	ES	31%	21	5	24%	12	8	67%
Walker-Jones EC	6	EC	79%	46	27	59%	51	42	82%
Washington Metropolitan HS	ALT	ALT	N/A	24	N/A	N/A	23	N/A	N/A
Watkins ES	6	ES	19%	32	17	53%	35	25	71%
West EC	4	EC	32%	38	18	47%	32	23	72%
Wheatley EC	5	EC	69%	37	26	70%	41	34	83%
Whittier EC	4	EC	45%	41	14	34%	40	21	53%
Woodrow Wilson HS	3	HS	24%	128	48	38%	134	78	58%
Youth Services Center	ALT	ALT	NA	16	9	56%	17	11	65%
<b>Average</b>				<b>4678</b>	<b>2083</b>	<b>45%</b>	<b>4571</b>	<b>2826</b>	<b>62%</b>

### ***Turnover of DCPS ET-15s at the School Level Over Three- and Five-Year Periods by Ward***

The tables below separate ward-based neighborhood schools from city-wide schools since the latter, though located physically in a ward, have no ward-based community, and because their different missions correlate with their teacher turnover. As with annual turnover rates, the lowest levels of turnover occur in Ward 3 and the selective high schools, though not the three popular assignment-by-lottery schools in the latter year. The highest turnover is in Wards 5 and 8 and the one special education school.

**Table 18: Percent of DCPS ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods by Ward**

**As of 2017-18**

		Over period of 3 years			Over period of 5 years		
Ward/Specialty	# schs 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Ward 1	8	450	212	47%	411	277	67%
Ward 2	5	151	82	54%	136	95	70%
Ward 3	10	555	247	45%	499	281	56%
Ward 4	15	593	309	52%	521	344	66%
Ward 5	9	280	187	67%	285	227	80%
Ward 6	17	578	319	55%	488	351	72%
Ward 7	15	494	283	57%	456	335	73%
Ward 8	18	638	392	61%	615	481	78%
Adult	3	56	36	64%	51	39	76%
Alternative	4	57	47	82%	46	39	85%
Lottery	3	50	23	46%	27	14	52%
Special Education	1	27	24	89%	40	38	95%
Selective HS	5	218	97	44%	183	103	56%
Non-ward school total	16	450	212	47%	411	277	67%
<b>City-wide total</b>	<b>113</b>	<b>4,147</b>	<b>2,258</b>	<b>54%</b>	<b>3,758</b>	<b>2,624</b>	<b>70%</b>

**As of 2018-19**

		Over period of 3 years			Over period of 5 years		
Ward/Specialty	# schs 2019	# tchrs SY 2016	# gone by SY 2019	% gone by SY 2019	# tchrs SY 2014	# gone by SY 2019	% gone by SY 2019
Ward 1	8	501	220	44%	449	271	60%
Ward 2	5	150	78	52%	148	96	65%
Ward 3	10	585	252	43%	552	306	55%
Ward 4	15	710	357	50%	579	373	64%
Ward 5	9	302	172	57%	267	205	77%
Ward 6	17	631	323	51%	565	371	66%
Ward 7	15	523	264	51%	485	323	66%
Ward 8	18	723	410	57%	655	459	70%
Adult	3	59	34	58%	56	38	68%
Alternative	4	59	44	75%	51	40	78%
Lottery	3	56	29	52%	46	28	61%
Special Education	1	26	20	77%	34	32	94%
Selective	5	246	98	40%	221	115	52%
Non-ward total	16	501	220	40%	449	271	60%
<b>Citywide total</b>	<b>113</b>	<b>4571</b>	<b>2301</b>	<b>50%</b>	<b>4108</b>	<b>2657</b>	<b>65%</b>

**As of 2019-20**

		Over period of 3 years			Over period of 5 years		
<b>Ward/Specialty</b>	<b># schs 2020</b>	<b># tchrs SY 2017</b>	<b># gone by SY 2020</b>	<b>% gone by SY 2020</b>	<b># tchrs SY 2015</b>	<b># gone by SY 2020</b>	<b>% gone by SY 2020</b>
Ward 1	8	505	236	47%	451	278	62%
Ward 2	5	149	74	50%	151	101	67%
Ward 3	10	591	242	41%	555	313	56%
Ward 4	16	734	346	47%	593	380	64%
Ward 5	9	299	180	60%	280	219	78%
Ward 6	17	643	316	49%	578	375	65%
Ward 7	15	508	241	47%	494	331	67%
Ward 8	19	712	395	56%	638	448	70%
Adult	3	59	31	53%	58	40	69%
Alternative	2	61	37	61%	57	44	77%
Lottery	3	80	38	48%	50	31	62%
Special Education	1	27	22	82%	27	25	93%
Selective	6	250	87	35%	222	116	52%
Non-ward total	16	505	236	47%	451	278	62%
<b>Citywide total</b>	<b>115</b>	<b>4618</b>	<b>2245</b>	<b>49%</b>	<b>4154</b>	<b>2701</b>	<b>65%</b>

**As of 2020-21**

		Over period of 3 years			Over period of 5 years		
<b>Ward/Specialty</b>	<b># schs 2021</b>	<b># tchrs SY 2018</b>	<b># gone by SY 2021</b>	<b>% gone by SY 2021</b>	<b># tchrs SY 2016</b>	<b># gone by SY 2021</b>	<b>% gone by SY 2021</b>
Ward 1	8	510	203	40%	501	286	57%
Ward 2	5	149	62	42%	150	98	65%
Ward 3	10	592	217	37%	585	317	54%
Ward 4	16	767	353	46%	710	450	63%
Ward 5	9	296	162	55%	302	226	75%
Ward 6	17	640	284	44%	631	393	62%
Ward 7	15	528	229	43%	523	323	62%
Ward 8	19	708	390	55%	723	492	68%
Adult	3	65	27	42%	59	43	73%
Alternative	2	57	19	33%	59	21	36%
Lottery	3	87	35	40%	56	33	59%
Special Education	1	30	21	70%	26	23	89%
Selective	6	249	81	32%	246	121	49%
Non-ward total	15	510	203	40%	501	286	57%
<b>Citywide total</b>	<b>114</b>	<b>4678</b>	<b>2083</b>	<b>45%</b>	<b>4571</b>	<b>2826</b>	<b>62%</b>

***Turnover of DCPS ET-15s at the School Level Over Three- and Five-Year Periods by School Grade Configuration***

Most DCPS schools have one of four standard grade configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

**Table 19: Percent of DCPS ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods by School Grade Configuration**

**As of 2017-18**

Grade configuration	# schs 2018	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Elementary	64	2112	1097	52%	1,879	1264	67%
Education Campus PK-8	13	577	327	57%	467	319	68%
Education Campus PK- or 6-12	4	335	145	43%	281	180	64%
Middle School	12	410	258	63%	382	304	80%
High School (excludes alternative)	12	573	324	57%	612	441	72%
<b>Total</b>	<b>105</b>	<b>4,007</b>	<b>2,151</b>	<b>54%</b>	<b>3,621</b>	<b>2,508</b>	<b>69%</b>

**As of 2018-19**

Grade configuration	# schs 2019	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2016	# gone by SY 2019	% gone by SY 2019	# tchrs SY 2014	# gone by SY 2019	% gone by SY 2019
Elementary	64	2277	1074	47%	2070	1287	62%
Education Campus PK-8	13	626	331	53%	535	354	66%
Education Campus PK- or 6-12	4	386	171	44%	338	194	57%
Middle School	12	451	246	55%	407	300	74%
High School (excludes alternative)	12	687	381	55%	617	412	67%
<b>Total</b>	<b>105</b>	<b>4427</b>	<b>2203</b>	<b>50%</b>	<b>3967</b>	<b>2547</b>	<b>64%</b>

**As of 2019-20**

		Over period of 3 years			Over period of 5 years		
<b>Grade configuration</b>	<b># schs 2020</b>	<b># tchrs SY 2017</b>	<b># gone by SY 2020</b>	<b>% gone by SY 2020</b>	<b># tchrs SY 2015</b>	<b># gone by SY 2020</b>	<b>% gone by SY 2020</b>
Elementary	64	2307	1038	45%	2112	1318	62%
Education Campus PK-8	14	626	317	51%	577	401	69%
Education Campus PK- or 6-12	4	394	180	46%	336	193	57%
Middle School	13	445	240	54%	410	298	73%
High School (excludes alternative)	13	699	380	54%	577	382	66%
<b>Total</b>	<b>108</b>	<b>4471</b>	<b>2155</b>	<b>48%</b>	<b>4012</b>	<b>2592</b>	<b>65%</b>

**As of 2020-21**

		Over period of 3 years			Over period of 5 years		
<b>Grade configuration</b>	<b># schs 2021</b>	<b># tchrs SY 2018</b>	<b># gone by SY 2021</b>	<b>% gone by SY 2021</b>	<b># tchrs SY 2016</b>	<b># gone by SY 2021</b>	<b>% gone by SY 2021</b>
Elementary	64	2350	987	42%	2277	1317	58%
Education Campus PK-8	14	641	319	50%	626	426	68%
Education Campus PK- or 6-12	4	391	154	39%	386	221	57%
Middle School	13	465	221	48%	451	314	70%
High School (excludes alternative)	13	679	335	49%	687	461	67%
<b>Total</b>	<b>108</b>	<b>4526</b>	<b>2016</b>	<b>45%</b>	<b>4427</b>	<b>2739</b>	<b>62%</b>

As with annual turnover rates, turnover is highest in DCPS middle and high schools, which typically lose half or more of their staff over three years and close to three-quarters over five years.

***Turnover of DCPS ET-15s at the School Level Over Three- and Five-Year Periods by Percentage of Students At-Risk***

**Table 20: Percent of DCPS ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods by Percent of Students At-Risk**

**As of 2017-18**

Percent of students at-risk	# schs 2018	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
0-20 percent	22	873	386	44%	767	437	57%
20-40 percent	13	472	240	51%	418	277	66%
40-60 percent	29	1,122	576	51%	1,007	672	67%
60-80 percent	29	1,128	698	62%	1,083	844	78%
80-100 percent	13	439	275	63%	386	316	82%
<b>Total</b>	<b>106</b>	<b>4,034</b>	<b>2,175</b>	<b>54%</b>	<b>3,661</b>	<b>2,546</b>	<b>70%</b>

**As of 2018-19**

Percent of students at-risk	# schs 2019	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
0-20 percent	21	855	374	44%	803	57	57%
20-40 percent	12	551	236	43%	509	97	58%
40-60 percent	23	934	438	47%	783	87	62%
60-80 percent	28	1132	614	54%	1017	04	69%
80-100 percent	24	1024	590	58%	926	61	71%
<b>Total</b>	<b>108</b>	<b>4496</b>	<b>2252</b>	<b>50%</b>	<b>4038</b>	<b>2606</b>	<b>65%</b>

**As of 2019-20**

Percent of students at-risk	# schs 2020	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2017	# gone by SY 2020	% gone by SY 2020	# tchrs SY 2015	# gone by SY 2020	% gone by SY 2020
0-20 percent	23	998	384	38%	925	523	57%
20-40 percent	19	959	436	45%	813	510	63%
40-60 percent	27	877	424	48%	781	488	62%
60-80 percent	29	1,125	628	56%	1,046	759	73%
80-100 percent	11	562	316	56%	495	351	71%
<b>Total</b>	<b>119</b>	<b>4,521</b>	<b>2,188</b>	<b>48%</b>	<b>4,060</b>	<b>2,631</b>	<b>65%</b>



**As of 2020-21**

<b>Percent of students at-risk</b>	<b># schs 2021</b>	<b>Over period of 3 years</b>			<b>Over period of 5 years</b>		
		<b># tchrs SY 2018</b>	<b># gone by SY 2021</b>	<b>% gone by SY 2021</b>	<b># tchrs SY 2016</b>	<b># gone by SY 2021</b>	<b>% gone by SY 2021</b>
0-20 percent	23	1,016	369	36%	971	518	53%
20-40 percent	22	985	409	42%	940	561	60%
40-60 percent	23	909	396	44%	847	518	61%
60-80 percent	28	1,115	566	51%	1,153	793	69%
80-100 percent	14	553	308	56%	564	387	69%
<b>Total</b>	<b>110</b>	<b>4,578</b>	<b>2,048</b>	<b>45%</b>	<b>4,475</b>	<b>2,777</b>	<b>62%</b>

The higher the percentage of students at-risk, the higher the teacher turnover rate in DCPS schools over time, as well as annually. Those with 20% or fewer students at-risk lose about 40% of their faculty in three years and over 50% in five years—rates, still, that are higher than or comparable to all levels in other urban districts. The latter lose 25-42% in three years and 58% in five years. Losses at DCPS schools with more than 60 percent of their enrollments at risk range from 51% to 63% of their staff in three years and 69% to 82% in five years.

### **TEACHER TURNOVER IN PUBLIC CHARTER SCHOOLS**

The statistics below are derived from charter school annual reports to the DC Public Charter School Board (PCSB) from SY 2014-15 to SY 2019-20, the latest year for which the reports have been submitted. In measuring teacher turnover, charter school data consist of two figures included in the “data sections” of the annual reports: percentage of “teacher attrition” and the total number of teachers. Since we were unable to track individual teachers year-by-year, we did not track cohorts across years, but we were able to calculate teacher attrition for each school in each of the four years, and to calculate three- and four-year averages, including those for the attrition rates by ward and by percentage of students designated at-risk. Charter schools have many different grade configurations, and these change from year-to-year as many of them add grades; we did not attempt to label them as elementary, middle, etc. schools.

The PCSB standard format defines “teacher” as “any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.” Schools interpret this definition variably. Each charter school has its own set of job titles, not all of which are obvious as to what constitutes “instruction” and “at least 50% of the time.” A count of titles from staff rosters in a random sample of 14 charter school 2015-16 reports showed that overall, charter school turnover figures are not fully comparable with either DCPS classroom teacher or DCPS ET-15 figures. Five counted only staff with job titles cited as examples in the PCSB definition, while nine counted others as well.

### *Average Teacher Turnover in DC Charter Schools*

**Table 21: Number of Charter School Teachers and Number and Percent Leaving Their Schools SY 2014-15 through SY 2019-20**

<b>School Year</b>	<b>Total teachers</b>	<b># leaving</b>	<b>% leaving</b>
SY 2014-15	2,525	562	22%
SY 2015-16	3,086	833	27%
SY 2016-17	3,471	859	25%
SY 2017-18	3,403	876	26%
SY 2018-19	3,550	968	27%
SY 2019-20	3,830	808	21%
3-year average			25%
6-year average			25%

Annual teacher attrition in the charter school sector has ranged from 22-27% in the last four years, the overall average being 25% over the last three and the last six years. Last year's figures reflect the same COVID-19 pandemic-year decrease as occurred in DCPS. Since we cannot track movement of teachers from one charter school to another, these figures reflect only departures from individual schools, not from the charter sector as a whole. We do not know whether and how many teachers move from one charter school to another.

### *Turnover of DC Charter School Teachers by School*

In charter schools as a sector about 25% of teachers leave their schools annually, but the percentages at individual schools vary greatly from one school to another and from one year to another within the same school.

**Table 22: Percent of Charter School Teachers Leaving Each School SY 2014-15 through SY 2019-20**

<b>School/Campus</b>	<b>At-risk 2020</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>6 yr aver</b>	<b>3 yr aver</b>
Academy of Hope	N/A	12%	32%	21%	34%	5%	23%	23%	24%
Achievement Preparatory Academy	73%	N/R	58%	20%	46%	N/R	37%	40%	41%
Appletree Early Learning Columbia Hts	41%	50%	18%	18%	23%	9%	5%	18%	12%
Appletree Early Learning Lincoln Park	N/A	0%	28%	17%	44%	10%	11%	21%	22%
Appletree Early Learning Oklahoma Ave	40%	54%	29%	7%	22%	13%	9%	20%	14%

<b>School/Campus</b>	<b>At-risk 2020</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>6 yr aver</b>	<b>3 yr aver</b>
Appletree Early Learning Southeast	75%	12%	12%	22%	8%	9%	8%	12%	8%
Appletree Early Learning Southwest	N/A	75%	27%	27%	14%	33%	N/A	N/A	N/A
BASIS	5%	43%	15%	19%	37%	19%	27%	25%	26%
Breakthrough Montessori	16%	N/A	N/A	0%	0%	0%	18%	6%	8%
Bridges	38%	6%	36%	39%	29%	30%	29%	29%	29%
Briya	2%	16%	4%	11%	19%	10%	10%	12%	13%
Capital City Lower School	29%	6%	27%	25%	23%	30%	30%	24%	27%
Capital City Middle School	25%	28%	25%	18%	19%	21%	13%	21%	18%
Capital City Upper School	42%	21%	16%	14%	16%	26%	17%	18%	19%
Carlos Rosario	N/A	11%	12%	11%	11%	15%	12%	12%	13%
Cedar Tree Academy	69%	5%	14%	10%	10%	10%	10%	10%	10%
Center City Brightwood	22%	30%	31%	22%	27%	31%	31%	29%	30%
Center City Capitol Hill	53%	50%	43%	27%	42%	29%	29%	36%	33%
Center City Congress Heights	47%	24%	32%	24%	17%	17%	17%	21%	17%
Center City Petworth	29%	30%	14%	18%	8%	8%	8%	14%	8%
Center City Shaw	45%	43%	13%	31%	32%	27%	1%	24%	19%
Center City Trinidad	58%	39%	44%	43%	47%	19%	19%	35%	27%
Chavez Prep	N/A	42%	37%	30%	38%	64%	N/A	N/A	N/A
Chavez Parkside Middle School	63%	31%	37%	24%	55%	43%	25%	36%	47%
Chavez Capitol Hill	N/A	53%	37%	44%	46%	36%	N/A	N/A	N/A
Chavez Parkside High School	69%	31%	37%	37%	38%	61%	24%	38%	41%
Children's Guild	79%	N/A	N/R	24%	6%	44%	27%	25%	26%
City Arts-Doar	N/A	63%	43%	64%	72%	N/R	N/A	N/A	N/A
Community College Prep	N/A	0%	0%	0%	0%	27%	50%	22%	32%
Creative Minds	18%	45%	24%	28%	38%	30%	16%	29%	28%
DC Bilingual	20%	0%	13%	13%	15%	17%	6%	11%	13%
DC International	17%	33%	27%	27%	26%	22%	19%	23%	21%
DC Prep Benning Elementary	59%	25%	34%	34%	21%	34%	45%	32%	33%
DC Prep Benning Middle	51%	27%	26%	26%	49%	41%	29%	34%	40%
DC Prep Edgewood Elementary	38%	16%	23%	23%	26%	27%	27%	24%	27%
DC Prep Edgewood Middle	34%	21%	29%	29%	24%	17%	22%	24%	21%
DC Prep Anacostia Elementary	64%	N/A	26%	26%	41%	43%	16%	30%	32%
DC Scholars	60%	35%	48%	54%	33%	35%	33%	39%	34%
Democracy Prep Congress Heights	N/A	28%	34%	23%	41%	N/R	N/A	N/A	N/A
Eagle Academy Congress Heights	68%	17%	17%	41%	31%	38%	24%	27%	29%
Eagle Academy Capitol Riverfront	47%	29%	36%	30%	36%	18%	30%	30%	28%

<b>School/Campus</b>	<b>At-risk 2020</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>6 yr aver</b>	<b>3 yr aver</b>
Early Childhood Academy	70%	16%	47%	33%	33%	40%	29%	33%	34%
EL Haynes Elementary [SY 20 report combined all three levels]	30%	28%	26%	20%	2%	23%	15%	18%	14%
EL Haynes Middle	34%	41%	39%	52%	32%	42%	N/A	N/A	N/A
EL Haynes High School	48%	17%	32%	35%	23%	21%	N/A	N/A	N/A
Elsie Whitlow Stokes	8%	3%	21%	15%	7%	18%	3%	11%	9%
Friendship Armstrong	57%	N/A	44%	35%	7%	24%	14%	25%	15%
Friendship Blow-Pierce Elementary	69%	N/R	7%	17%	13%	6%	3%	10%	7%
Friendship Blow-Pierce Middle	65%	N/R	14%	15%	17%	25%	10%	16%	17%
Friendship Chamberlain Elementary	59%	N/R	34%	19%	8%	28%	24%	23%	20%
Friendship Chamberlain Middle	50%	N/R	11%	20%	5%	13%	22%	14%	13%
Friendship Collegiate	57%	N/R	37%	9%	18%	20%	30%	30%	23%
Friendship Online	59%	N/A	N/R	0%	0%	0%	0%	0%	0%
Friendship Southeast	75%	N/R	43%	20%	11%	22%	3%	19%	13%
Friendship Technology Prep HS	57%	N/R	48%	37%	4%	13%	0%	18%	6%
Friendship Technology Prep MS	62%	0%	63%	30%	18%	43%	0%	35%	22%
Friendship Woodridge Elementary	41%	N/R	5%	20%	13%	12%	13%	12%	13%
Friendship Woodridge Middle	31%	N/R	23%	30%	27%	28%	0%	22%	17%
Goodwill	100%	N/A	N/A	30%	43%	33%	6%	27%	26%
Harmony	62%	N/R	44%	44%	33%	33%	45%	40%	38%
Hope Community Lamond	45%	6%	6%	5%	4%	26%	11%	10%	15%
Hope Community Tolson	59%	6%	6%	6%	5%	39%	14%	13%	20%
Howard	48%	14%	38%	48%	23%	20%	43%	30%	29%
IDEA	70%	N/R	38%	50%	46%	31%	24%	37%	33%
Ideal Academy	N/A	10%	10%	10%	10%	N/R	N/A	N/A	N/A
Ingenuity Prep	61%	9%	25%	18%	27%	45%	46%	33%	41%
Inspired Teaching	14%	14%	30%	18%	24%	12%	15%	18%	17%
Kingsman Academy	94%	N/A	35%	35%	18%	40%	54%	36%	37%
KIPP DC AIM	53%	28%	37%	41%	38%	13%	32%	31%	27%
KIPP DC Arts & Technology	53%	17%	15%	6%	20%	23%	38%	22%	27%
KIPP College Prep	49%	18%	18%	27%	25%	24%	24%	23%	24%
KIPP DC Connect	50%	29%	17%	21%	16%	37%	25%	26%	28%
KIPP Discover	64%	14%	45%	30%	30%	25%	20%	26%	24%
KIPP DC Grow	50%	16%	26%	16%	35%	48%	21%	29%	36%
KIPP DC Heights	58%	30%	17%	16%	21%	24%	25%	22%	23%
KIPP DC Key	42%	25%	33%	20%	33%	28%	33%	29%	31%
KIPP DC Lead	47%	29%	42%	33%	39%	47%	21%	35%	35%

<b>School/Campus</b>	<b>At-risk 2020</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>6 yr aver</b>	<b>3 yr aver</b>
KIPP DC LEAP	55%	22%	25%	58%	8%	44%	25%	31%	30%
KIPP DC Northeast	45%	0%	18%	21%	36%	25%	34%	26%	31%
KIPP DC Promise	50%	38%	9%	12%	3%	11%	14%	14%	10%
KIPP DC Quest	56%	20%	26%	21%	30%	35%	12%	24%	25%
KIPP DC Spring	53%	50%	27%	32%	39%	25%	25%	30%	29%
KIPP DC Valor	52%	N/A	20%	41%	44%	35%	23%	33%	33%
KIPP DC WILL	37%	23%	38%	52%	27%	33%	35%	34%	32%
LAMB	7%	5%	15%	14%	25%	14%	13%	13%	17%
LAYC	N/A	36%	20%	36%	36%	60%	11%	33%	36%
Lee Montessori	8%	0%	25%	17%	0%	0%	33%	16%	16%
Mary McLeod Bethune	47%	24%	28%	17%	17%	40%	19%	24%	26%
Maya Angelou High School	94%	1%	43%	39%	30%	45%	15%	29%	30%
Maya Angelou Young Adult LC	N/A	25%	0%	25%	0%	0%	25%	12%	8%
Meridian	44%	22%	34%	31%	35%	40%	12%	28%	28%
Monument Academy	80%	N/A	20%	64%	31%	58%	23%	44%	42%
Mundo Verde	13%	15%	18%	15%	28%	26%	17%	19%	23%
National Collegiate Prep	74%	N/R	26%	17%	93%	100%	N/A	N/A	N/A
Paul	53%	33%	29%	39%	46%	51%	22%	36%	40%
Perry Street Prep	51%	66%	63%	63%	8%	8%	5%	33%	7%
Richard Wright	60%	20%	3%	31%	31%	31%	87%	29%	51%
Rocketship Legacy	67%	N/A	N/A	33%	0%	17%	18%	N/A	21%
Rocketship Rise	80%	N/A	N/A	N/A	50%	27%	24%	21%	18%
Roots	58%	13%	0%	0%	22%	11%	18%	11%	17%
SEED	58%	27%	53%	18%	32%	31%	51%	35%	38%
Sela	21%	25%	0%	0%	28%	12%	7%	13%	16%
Shining Stars	23%	50%	22%	3%	67%	14%	5%	25%	27%
Somerset Prep	N/A	9%	8%	9%	31%	N/R	N/R	16%	31%
St. Coletta	43%	17%	39%	29%	21%	N/R	27%	27%	24%
The Next Step	N/A	38%	27%	15%	8%	6%	15%	18%	10%
Thurgood Marshall	59%	18%	42%	29%	26%	17%	3%	22%	15%
Two Rivers 4 <sup>th</sup> Street	18%	4%	15%	15%	24%	19%	15%	15%	19%
Two Rivers Young	17%	N/A	N/A	N/A	29%	15%	17%	19%	19%
Washington Global	61%	N/A	60%	21%	67%	30%	12%	35%	34%
Washington Latin Middle School	8%	18%	42%	29%	13%	22%	8%	15%	14%
Washington Latin Upper School	13%	4%	15%	15%	8%	9%	8%	10%	8%
Washington Leadership Academy	54%	N/A	N/A	N/A	N/A	32%	14%	N/A	21%

<b>School/Campus</b>	<b>At-risk 2020</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>6 yr aver</b>	<b>3 yr aver</b>
Washington Yu Ying	7%	22%	N/R	31%	21%	17%	12%	20%	16%
YouthBuild	N/A	63%	43%	20%	27%	30%	0%	29%	21%
<b>Total</b>	<b>45%</b>	<b>22%</b>	<b>27%</b>	<b>25%</b>	<b>26%</b>	<b>27%</b>	<b>21%</b>	<b>25%</b>	<b>25%</b>

The remaining tables explore differences among schools by ward and by their percentage of students designated at-risk. Since charter schools have many different and shifting grade configurations, we did not attempt to analyze them by school level.

### ***Turnover of Charter School Teachers at the School Level by Ward***

All charter schools in the District, by law, are citywide, open to all District resident students at the grade levels they offer. (When there are more applicants than slots for their grade, admissions are decided by lottery.) Thus, there are no neighborhood zones. Some charter schools serve mostly students who live nearby, while others draw widely. There are no charter schools in Ward 3 and only two in Ward 2 and three in Ward 1. Numbers are much higher in the remaining five wards, especially in Ward 5. Below, charter schools are designated by the ward of their physical location; the exceptions, designated to match categories used for DCPS, are adult and special education schools:

- Adult (AD): Academy of Hope, Carlos Rosario, Community College Prep, Latin American Youth Center, Maya Angelou High School, Maya Angelou Young Adult Learning Center, The Next Step, and YouthBuild.
- Special Education (SE): St. Coletta

Generally, teacher turnover for charter schools differs little by ward and does not correspond to ward characteristics such as median household income. For example, Wards 5, 7, and 8 are about the same as the citywide charter school average. By law, charter schools have no attendance zones, and draw applicants citywide.

**Table 23: Percent of Charter School Teachers Leaving Their Schools by Ward SY 2014-15 through SY 2019-20**

	<b># schs 2020</b>	<b>Left 2015</b>	<b>Left 2016</b>	<b>Left 2017</b>	<b>Left 2018</b>	<b>Left 2019</b>	<b>Left 2020</b>	<b>6 yr aver</b>	<b>3 yr aver</b>
Ward 1	3	31%	35%	36%	32%	38%	18%	32%	30%
Ward 2	2	43%	15%	22%	38%	22%	22%	26%	26%
Ward 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ward 4	18	19%	21%	18%	19%	25%	17%	20%	20%
Ward 5	24	20%	24%	26%	25%	24%	17%	23%	22%
Ward 6	14	28%	27%	29%	30%	34%	31%	30%	32%

	# schs 2020	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	6 yr aver	3 yr aver
Ward 7	18	27%	30%	28%	29%	28%	25%	28%	27%
Ward 8	18	19%	31%	26%	29%	31%	24%	27%	27%
Adult/Alternative	8	18%	27%	20%	19%	19%	16%	20%	18%
Special Education	1	17%	39%	29%	21%	N/R	27%	27%	24%
<b>Charter school total</b>	106	<b>22%</b>	<b>27%</b>	<b>25%</b>	<b>26%</b>	<b>27%</b>	<b>21%</b>	<b>25%</b>	<b>25%</b>

### *Turnover of Charter School Teachers at the School Level by School Grade Configuration*

Unlike DCPS schools, grade configurations at charter schools vary widely; some match DCPS grades for elementary, PK-8, middle, and high schools, but others differ. A number of schools serve only early childhood grades, and others only grades 1-4, while middle schools often start with grade 5, the end grade for DCPS elementary schools. The bigger problem, however, is that as charter schools expand, they add grades year-by-year, while several charter schools have eliminated some grade levels. Thus, the grade configurations of three years ago often differ from those today. Therefore, we have not attempted to analyze their teacher turnover by grade configuration.

### *Turnover of Charter School Teachers at the School Level by Percentage of Students At-Risk*

The at-risk metrics described above for DCPS schools are the same as for charter schools. They are determined from DC government databases for homelessness, foster care, welfare (TANF) and food stamps (SNAP), and high school student overage for their grade level. The at-risk designation is not applicable to the eight adult schools, which have tended to have lower than average departure rates, thus accounting for the higher overall average for other schools.

**Table 24: Percent of Charter School Teachers Leaving Their Schools by Percentage of Students At-Risk SY 2014-15 through SY 2019-20**

	# schs 2020	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	6 yr aver	3 yr aver
0-20% at risk	16	17%	19%	19%	23%	17%	15%	18%	18%
20-40% at risk	13	16%	23%	23%	22%	25%	20%	22%	22%
40-60% at risk	45	28%	29%	26%	26%	29%	23%	27%	26%
60-80% at risk	22	21%	27%	26%	32%	35%	25%	28%	31%
80-100% at risk	4	N/A	32%	0%	14%	40%	25%	28%	25%
<b>Charter school total</b>	<b>100</b>	<b>19%</b>	<b>27%</b>	<b>26%</b>	<b>29%</b>	<b>31%</b>	<b>24%</b>	<b>25%</b>	<b>25%</b>

As with DCPS schools the rate of teachers leaving charter schools increases with the percentage of students designated at-risk in the schools. At the 13 charter schools with the fewest percentage of students designated at-risk the three-year rate is 18%, while those with higher concentrations lose more. The number for schools with 80-100% students designated at-risk, however, is probably not meaningful. None were open in SY 2014-15, and only two in SY 2015-16, and four in SY 2019-20. The number of teachers they employ is comparatively small.

### **CROSS-SECTOR COMPARISONS OF TEACHER TURNOVER RATES**

Comparative numbers for the two sectors are limited to the six-year period available for the charter schools. As noted above, the charter school numbers do not correspond exactly to those for either DCPS ET-15 staff, which include personnel such as librarians and social workers, nor to DCPS classroom teachers, since individual charter schools interpret the scope of the reporting instructions differently. We therefore present all three sets of numbers. Overall, all three groups were the same through SY 2016-17, but since then DCPS has trended downward by several percentage points while charter school turnover has remained stable at its earlier level. Cross-sector comparisons only work at the school level, since charter school departures are tracked only from individual schools.

**Table 25: Percent of DC Teachers Leaving Their Schools SY 2014-15 through SY 2019-20**

<b>School Year</b>	<b>DCPS All ET-15</b>	<b>DCPS Classroom Teachers</b>	<b>Charter School Teachers</b>
SY 2014-15	27%	27%	22%
SY 2015-16	26%	27%	27%
SY 2016-17	25%	26%	25%
SY 2017-18	21%	21%	26%
SY 2018-19	20%	23%	27%
SY 2019-20	17%	17%	23%
6-year average	22%	23%	25%
3-year average	17%	20%	25%

**Table 26: Percent of DC Teachers Leaving Their Schools by Ward SY 2014-15 through SY 2019-20 Three-Year Average**

	<b>No. of DCPS Schools</b>	<b>DCPS All ET-15</b>	<b>DCPS Classroom Teachers</b>	<b>No. of Charter Schools</b>	<b>Charter School Teachers</b>
Ward 1	8	18%	19%	3	30%
Ward 2	5	17%	18%	2	26%



	No. of DCPS Schools	DCPS All ET-15	DCPS Classroom Teachers	No. of Charter Schools	Charter School Teachers
Ward 3	10	14%	16%	0	N/A
Ward 4	16	19%	21%	18	20%
Ward 5	9	21%	25%	24	22%
Ward 6	17	20%	20%	14	32%
Ward 7	15	20%	20%	18	27%
Ward 8	19	21%	25%	18	27%
Adult	3	22%	18%	8	18%
Alternative	3	17%	27%		
Lottery	3	19%	20%		
Special Education	1	24%	32%	1	24%
Selective HS	6	18%	16%		

Turnover rates within each ward are often though not always similar; given that charter schools have no attendance zones, that some charter schools close and others open, and that the numbers of schools in some wards are small, differences do not appear to be meaningful.

**Table 27: Percent of DC Teachers Leaving Their Schools by Percent of Students at Risk SY 2015-16 through SY 2019-20: Three-Year Average**

	No. of DCPS Schools 2021	DCPS All ET-15	DCPS Classroom Teachers	No. of Charter Schools 2020	Charter School Teachers
0-20% at-risk	23	15%	15%	16	18%
20-40% at-risk	19	17%	18%	13	22%
40-60% at-risk	27	19%	21%	45	26%
60-80% at-risk	29	22%	25%	22	31%
80-100% at-risk	11	23%	24%	4	25%
<b>Total/Average</b>	<b>109</b>	<b>19%</b>	<b>20%</b>	<b>100</b>	<b>25%</b>

Rates of teacher turnover rise in both sectors with the percentage of students designated at-risk and are roughly similar across sectors.

### **DC TEACHER TURNOVER RATES COMPARED TO RATES ELSEWHERE**

The research on teacher turnover measures turnover on various dimensions, combinations, and permutations. Some studies look at rates of teachers leaving individual schools, others at the rates of leaving school districts, others at leaving states or the profession. Some look at attrition among new teachers, others at attrition among all teachers. Some calculate annual rates only, others, rates over a

period of years. Some that consider leavers at the individual school level differentiate schools by poverty rates or grade configuration; others do not. The variety in the research means that comparisons with available DC figures are limited. All seem to include classroom teachers only, not staff such as librarians and counselors, though definitions are not provided. With the exception of the study cited earlier comparing pre- to mid-COVID-19 pandemic figures in six districts (Rosenberg & Anderson 2021), we did not find any studies of other jurisdictions with specific turnover rates published since our 2019 DC report.

### **Comparisons with Teacher Turnover Rates at the School System Level**

On average, DCPS classroom teachers have left DCPS over the last decade at an annual rate of 17-18%, with rates a few percentage points lower in the past three years. Across the nation studies find an annual attrition rate of 8-11% (e.g., Alliance for Excellent Education (2004) (8%); Ingersoll (2003) (8%); Goldring et al. (2014a) (11%)). Judging by the dates of the studies, nationally the rate may be rising. Among 16 urban districts in the most recent study, the average annual departure rate was 13% (Papay et al. 2015). The DCPS annual turnover rate has been higher than those in any of the districts studied, except that the 2017-18 and 2019-20 dips match the average in five other districts, and one more rate was higher than that of DCPS. About 55% of DCPS teachers were leaving within five years, with a small decrease to 47-48% in the most recent years, compared to an average in the 16 urban district study of 45%. It is impossible to tell at this point whether the two recent low years are a harbinger of better times.

The 2020-2021 COVID-19 pandemic has presumably affected districts all over the country, but only one published study has updated rates to SY 2020-21. Education Resource Strategies, a research-practice organization, calculated system-wide rates of turnover as of October 1 for the last four years from six big urban “partner” districts with which they have worked. Their three-year turnover average ending in SY 2018-19 — 17.3% — dropped to 12.6% as of October 2020. DCPS during the same periods had a three-year rate for classroom teachers of 15%, which dropped to 11%.

### **Comparisons with Teacher Turnover at the Individual School Level**

Overall teacher turnover in the District, even with the effects of increased retention in the midst of the 2020-2021 COVID-19 pandemic, remains higher than that of pre-pandemic schools elsewhere in the country, including urban schools. Percentages in the table below are in some cases a meld of figures from other tables, as an attempt to match categories in other studies. More detailed figures and discussion, as well as figures for specific cities where available appear in the text below.

**Table 28: DC and National Annual Teacher Turnover Levels at the School Level**

DCPS classroom teachers, 7-year average	23%
DCPS classroom teachers, 3-year average	20%
Charter schools	25%
Nation	16%
Large urban districts	19%
DCPS elementary schools, 7-year average	21%
DCPS elementary schools, 3-year average	18%
Nation elementary schools	16%
New York City elementary schools	22%
DCPS middle schools, 7-year average	26%
DCPS middle schools, 3-year average	23%
Nation middle schools	16%
New York City middle schools	27%
DCPS high schools, 7-year average	25%
DCPS high schools, 3-year average	24%
Nation high schools	19%
New York City high schools	25%
DCPS low poverty	15-19%
Charter low poverty	18%
Nation low poverty	13-14%
Chicago low poverty	13-17%
DCPS high poverty	24-29%
Charter high poverty	25-31%
Nation high poverty	16-22%
Chicago high poverty	15-21%

***National and Urban Annual Rates***

About 20-25% of both DCPS and charter school teachers have left their schools every year for the last three years. In comparison—noting that COVID-19 pandemic-year reports are largely unavailable:

- The two most recent studies found the national average at the individual school level to be 16%. Goldring et al. (2014a); Ingersoll (2012)
- The average turnover rate in the study of 16 large urban districts was 19%, with a range of 15-24%. Papay et al. (2015)
- The rate for cities in Goldring et al. (2014a) was 15.5%.
- Individual cities: A 2011 study of New York City Public Schools found a rate of 20%. Ronfeldt (2011). Earlier studies: 20% in Chicago Public Schools, Allensworth et al. (2009), and 17% in Milwaukee with a range in five districts studied of 16-30%, Barnes et al. (2007).

### ***Annual Rates by Grade Configuration***

For reasons cited above, particularly the fluidity of and differences among their grade configurations, we have not calculated charter school turnover rates there. DCPS numbers vary so slightly between ET-15s and classroom teachers and by three- vs. seven-years averages, that differences are not significant. Studies of turnover elsewhere by grade configuration are limited. Compared with the one national study available, DCPS rates are more than 50 percent higher than national rates except at the middle school level where they are twice the national rate. In the single study of another large city, DCPS rates are higher by 50 percent. Specifically:

DCPS teachers in elementary schools (grades PK3-5) have left their schools at a rate of 18-21% annually, and those in education campuses (grades PK3-8) at the rate of 22-24%, though the numbers for both groups dipped in 2020. Elsewhere—where pandemic year reports are not yet available:

- Nationally, the elementary turnover rate is 16%. Goldring et al. (2014a).
- Turnover rates in Chicago elementary schools (through grade 8) ranged from 17-20% depending on the years studied. Allensworth et al. (2009).
- Annual turnover in New York City elementary schools is 22%. Marinell & Coca (2013).

At the middle school level, DCPS teacher turnover has run 23-26%. Elsewhere:

- Nationally the middle school turnover rate is 15.9%. Goldring et al. (2014a).
- In New York City the middle school annual turnover rate is 27%. Marinell & Coca (2013).

At the high school level, DCPS teacher turnover has been about 25%. Elsewhere:

- Nationally the high school turnover rate is 18.6%. Goldring et al. (2014a).
- Turnover rates in Chicago high schools ranged from 18-21% during the years studied. Allensworth et al. (2009).
- New York City high school annual teacher turnover is 25%. Marinell & Coca (2013).

### ***Annual Rates by school level of poverty***

As explained above, the only poverty-related metric now available for either DCPS or charter schools is the percentage of students designated “at risk,” measured by homelessness, foster care, family receipt of welfare (TANF) or food stamps (SNAP) plus for high schools only, students’ being overage for their grade level. Free lunch eligibility has not been meaningful since 2013, when most schools in both sectors began to offer free lunch to all students and ceased to collect family income forms. The numbers and percentages of DC students designated as at-risk are much lower than the free lunch eligibility statistics that they replaced. In 2013-14, 75% of DCPS students and 82% of charter school students were eligible for free lunch; in the following year 51% of DCPS students and

49% of charter school students were designated as at-risk (i.e., the ratio of free lunch to at-risk was about 3 to 2). Studies of teacher turnover define poverty by free lunch eligibility, so consideration of comparisons needs to recognize that the DC at-risk percentages exclude a substantial number of students who would have been designated as free lunch eligible before 2013. We estimated a comparative number for DC schools as high-poverty being 40% or more at-risk students and low-poverty less than 40% at-risk students. Forty-percent at-risk is the cut-off used to designate DC schools for Title I eligibility

DC teachers in both sectors leave schools where fewer than 40% of students are designated at risk at an annual rate of 15-19%. Elsewhere in the country:

- The most recent national study found that where fewer than 34% of students were eligible for free lunch, the teacher departure rate was 12.8%. Goldring et al. (2014a). The same study found a departure rate of 14.5% where 35-49% of the students were eligible for free lunch. The student groups under this definition are probably roughly comparable to the DC at-risk enrollment in the two lower quintiles.
- An earlier national study found the rate of turnover at low poverty schools to be 12.8% Ingersoll (2004), as did another, NCTAF (2003), adapted from Ingersoll (2001). Low poverty was defined as fewer than 10% of students' being eligible for free lunch.
- Chicago Public Schools with fewer than 50% low-income students had a teacher turnover rate of 13-17% across four years studied. Allensworth et al. (2009). "Low-income" is not defined in the study.

Where 40% or more of students are designated at risk in DC schools, the annual teacher departure rate is 24-29%. Elsewhere:

- The first study cited above found a turnover rate of 15.7% in schools where 50 to 74% of students were eligible for free lunch and a rate of 22.0% where 75% or more students were free-lunch eligible.
- An earlier national study found rates of turnover at urban high poverty schools to be 22%, high poverty being defined as more than 80% of students' being free lunch eligible, Ingersoll (2004), while another cited a level of 20% under the same definition, NCTAF (2003, adapted from Ingersoll 2001)
- Chicago Public Schools with 50-80% low-income students had a teacher turnover rate of 15-19% across four years studied, and a rate of 21% in schools with more than 80% low-income students. Allensworth et al. (2009)

Thus, both DCPS and charter school rates of teacher turnover at all levels of student poverty are considerably higher not only than national levels but than those in Chicago, another high poverty urban district.

### ***Three- and Five-Year Turnover Rates***

We were unable to find national averages for longer-term turnover that included teachers at all levels of experience, rather than only new teachers, nor for all teachers who left their schools, rather than only those who left the profession altogether. Cities have been studied in this regard, however. As is the case with annual turnover rates, DCPS longer term rates are significantly higher than those in other cities:

**Table 29: DCPS and Other Urban Teacher Turnover Rates School Level Over Three- and Five-Year Periods**

	<b>3 years</b>	<b>5 years</b>
DCPS ET-15 Staff as of 2017-18	54%	70%
DCPS ET-15 Staff as of 2018-19	50%	65%
DCPS ET-15 Staff as of 2019-20	49%	65%
DCPS ET-15 Staff as of 2020-21	45%	62%
Large urban districts	43%	58%
DCPS elementary schools as of 2017-18	52%	67%
DCPS elementary schools as of 2018-19	47%	62%
DCPS elementary schools as of 2019-20	45%	62%
DCPS elementary schools as of 2020-21	42%	58%
Chicago elementary schools	42-45%	51%
New York City elementary schools	46%	59%
DCPS middle schools as of 2017-18	63%	80%
DCPS middle schools as of 2018-19	55%	74%
DCPS middle schools as of 2019-20	54%	73%
DCPS middle schools as of 2020-21	48%	70%
New York City middle schools	55%	66%
DCPS high schools as of 2017-18	57%	72%
DCPS high schools as of 2018-19	55%	67%
DCPS high schools as of 2019-20	54%	66%
DCPS high schools as of 2020-21	49%	67%
Chicago high schools	45%	54%
New York City high schools	51%	65%

At DCPS local schools, on average, 45-54% of teachers have left their schools within three years, 42-52% in elementary schools, 48-63% in middle schools, and 49-57% in high schools, with the lower numbers as of 2021, in the midst of the 2020-2021 COVID-19 pandemic. As with annual turnover rates at the school level, DCPS rates have higher than those other large urban districts, while the lower 2020 numbers are comparable to the levels of Chicago and New York City, before the COVID-19 pandemic. Chicago and New York may well have lower numbers now, however. Elsewhere, also before the pandemic:

- Three-year rates in the 16 urban district study average 43%. They range from 36% to 55%, but only two are higher than 50%. (Papay, 2015).

- Chicago: 42% for elementary schools and 45% for high schools over three years. Allensworth et al. (2009).
- New York City: 46% in elementary schools, 55% in middle schools, and 51% in high schools. Marinell & Coca (2013).

On average, 62-70% of DCPS teachers have left their schools within five years, 58-67% in elementary schools, 70-80% in middle schools, and 67-72% in high schools. Five-year calculations are less affected by the lower numbers as of today but even with this effect are higher than elsewhere. Elsewhere, without today's pandemic numbers:

- Five-year rates in 12 large urban districts average 58%. They range from 53% to 71%, but only one is higher than 70%. Papay (2015).
- Chicago: 51-54% over five years. Allensworth et al. (2009).
- New York City: 59% in elementary schools, 66% in middle schools, and 65% in high schools. Marinell & Coca (2013).

## **PRINCIPAL TURNOVER**

The principal is the single most important person within a school, especially in the District, where more than in most other places, both DCPS and charter school principals (and/or executive directors in charter schools) largely control who teaches there and for how long. The DCPS IMPACT system gives principals great freedom in making evaluations and under the teacher's union contract principals accept or reject teachers new to the school, and choose teachers to excess in cases of enrollment decline or program change. Charter school teachers are at-will employees.

Stability in school leadership is critical to student achievement and successful school improvement for reasons set forth comprehensively in Levin & Bradley (2019), a review of 35 research studies. Frequent principal turnover, according to consistent research findings, results in lower teacher retention and lower student achievement, particularly at high poverty and low-achieving schools.<sup>3</sup> “[R]esearch on school reform suggests that organizational stability is an important component of a well running school and that frequent changes to staff undermine efforts to effectively implement a school’s instructional program.” Beteille et al. (2011). In regard to school improvement, “any school reform effort is reliant on the efforts of a principal to create a common school vision that focuses on implementing the reform effort over multiple years. Creating such visions and thoroughly integrating reform efforts into the culture of a school takes a sustained effort,” one “clearly derailed with the turnover of a principal.” Young & Fuller (2009). The research, in fact, suggests that principals must be in place five years for the full implementation of a largescale change effort.

### **PRINCIPAL TURNOVER IN DCPS**

The source of data for DCPS is a database of principal names derived over many years from DCPS annual directories listing the principals at all schools.

Every year for many years about 25 percent of DCPS schools opened with a new principal due to terminations, voluntary departures, and some intra-system transfers. Most schools did not keep their principals for five years, the period found by research to be associated with successful improvement efforts. The number of principal changes has decreased, however, in the last five years. Forty-four of DCPS schools now have principals who have been in place for at least five years. Another 51% have had only two principals in the last five years. Only four percent have had three or four principals.

“Eight-year average” in the tables below is the total number of principal changes in the last eight years divided by the number of schools in each category in that year. The five-year average is calculated similarly.

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<sup>3</sup> Studies include Beteille et al. (2011), Branch et al. (2012), Seashore Louis et al. (2010), Fuller (2012), Weinstein et al. (2009).



**Table 30: Principal Turnover in DCPS Schools SY 2012-13 through SY 2020-21**

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021
# of schools	111	111	113	115	115	115	116	117
# with a new principal	28	24	29	21	18	23	14	18
% with a new principal	25%	22%	26%	18%	16%	20%	12%	15%
8-year average								19%
5-year average								16%
Of 115 schools open at least 5 years							No.	Percent
# with 1 principal							51	44%
# with 2 principals							59	51%
# with 3 principals							4	3%
# with 4 principals							1	1%
# with 5 principals							0	0%

The breakout of principal turnover by ward illustrates that principal turnover is most frequent in the eastern half of the District, less frequent in Wards 1, 2 and 4, and much lower in Ward 3. Note that at this level of differentiation small numbers, both of schools and of principal turnover, make results subject to big swings.

**Table 31: DCPS Principal Turnover by Ward SY 2012-13 through SY 2020-21**

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021	8 yr Total	8 yr Aver
Ward 1	3	2	2	0	1	1	2	0	11	23%
Ward 2	2	1	0	0	2	1	0	1	7	19%
Ward 3	1	2	2	0	1	0	0	0	6	10%
Ward 4	3	1	6	2	2	2	4	2	22	25%
Ward 5	3	1	2	2	5	1	0	2	16	30%
Ward 6	3	1	3	8	3	6	3	4	31	31%
Ward 7	6	2	4	5	0	4	0	3	24	27%
Ward 8	5	10	6	2	3	2	3	3	34	31%
Non-ward	1	4	3	2	1	6	2	2	21	22%
<b>Total</b>	<b>27</b>	<b>24</b>	<b>28</b>	<b>21</b>	<b>18</b>	<b>23</b>	<b>14</b>	<b>17</b>	<b>172</b>	<b>25%</b>

In considering different school levels, principal turnover has been highest at the middle and high school levels, a little lower at the elementary and PK3-8 schools. Numbers for education campuses grades 6-8 and adult schools are too small to be meaningful.

**Table 32: DCPS Principal Turnover by Grade Configuration SY 2012-13 through SY 2020-21**

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021	8 yr Total	8 yr Aver
Elementary PK3-5	17	15	16	9	7	9	6	10	89	24%
Education Campus PK3-8	6	1	2	4	3	2	3	3	24	25%
Education Campus 6-12	1	0	0	0	0	0	1	0	2	11%
Middle School	1	2	3	3	6	2	2	2	21	28%
High School (excludes alternative)	2	3	5	3	1	7	0	2	23	28%
Adult	0	1	1	0	1	1	0	0	4	22%
<b>Total</b>	<b>27</b>	<b>22</b>	<b>27</b>	<b>19</b>	<b>18</b>	<b>21</b>	<b>12</b>	<b>17</b>	<b>163</b>	<b>21%</b>

When principal turnover is broken out by levels of at-risk enrollment percentages, the frequency of principal turnover is noticeable at the one extreme, with the low at 21%; the high is at schools with over 80% and 20-40% students designated at risk. Again, small numbers make results subject to swings.

**Table 33: DCPS Principal Turnover by Percent of Students at Risk SY 2012-13 through SY 2018-19**

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021	8 yr Total	8 yr Aver
0-20% at risk	3	5	5	2	3	4	2	5	28	21%
20-40% at risk	4	2	6	0	3	2	2	2	22	29%
40-60% at risk	8	2	3	9	4	7	4	4	39	23%
60-80% at risk	9	5	8	8	4	7	1	4	47	26%
80-100% at risk	3	7	4	1	3	1	3	2	23	30%
<b>DCPS Total</b>	<b>27</b>	<b>21</b>	<b>26</b>	<b>20</b>	<b>17</b>	<b>21</b>	<b>12</b>	<b>17</b>	<b>130</b>	<b>21%</b>

### **PRINCIPAL TURNOVER IN CHARTER SCHOOLS AND CROSS-SECTOR COMPARISONS**

The content of the charter school principal database is derived from a combination of the names listed in charter school annual reports, PCSB website profiles, directories, and individual school websites.

Principal turnover in charter schools has become higher than that in DCPS—29% annually, compared to 19% in DCPS in the last seven or eight years. The last two years' turnover was unusually low for DCPS, possibly affected by the 2020-2021 COVID-19 pandemic circumstances. Charter school turnover has simply fluctuated annually. The patterns of principal longevity also differ—only one-quarter of the charter schools had retained their principals for five years or more in the charter schools compared to almost half in DCPS. In both sectors about half the schools had two

principals over five years, but in charter schools almost one-quarter had frequent principal turnover within the last five years, compared to only four percent in DCPS.

**Table 34: Charter School Principal Turnover SY 2013-14 through SY 2020-21**

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021
# of schools/campuses	107	116	126	131	132	124	132
# with a new principal	33	34	39	33	47	40	26
% with a new principal	31%	29%	31%	25%	36%	32%	20%
7-year average							29%
5-year average							29%
Of 121 schools open at least 5 years						No.	Percent
# with 1 principal						29	24%
# with 2 principals						65	54%
# with 3 principals						19	16%
# with 4 principals						8	7%
# with 5 principals						0	0%

As was the case with teachers, charter school principal turnover by ward does not correlate closely with the ranking of wards by median household income or other measures of ward resident prosperity. For example, unlike analysis by percentage of at-risk students, Ward 4 shows the lowest turnover; on the other hand, the highest level is in Ward 6. (The Ward 2 numbers are too small to be significant.) All charter schools are citywide in enrollment by law, and while some draw mostly from their surrounding neighborhood, others draw students from all over the city. At this level of granularity with a small sample, the absence of pattern is unsurprising.

**Table 35: Charter School Principal Turnover by Ward SY 2013-14 through SY 2020-21**

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021	7 yr Total	7 yr Aver
Ward 1	2	4	3	1	3	1	0	14	30%
Ward 2	1	1	0	1	0	1	1	5	63%
Ward 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%
Ward 4	5	3	2	1	8	4	4	27	18%
Ward 5	7	4	8	9	10	10	8	56	27%
Ward 6	4	8	7	5	3	11	5	43	36%
Ward 7	6	5	6	7	11	3	5	43	31%
Ward 8	5	7	11	8	9	5	2	47	31%
Adult	3	2	2	1	3	5	1	17	22%
<b>Total</b>	<b>33</b>	<b>34</b>	<b>39</b>	<b>33</b>	<b>47</b>	40	26	252	28%

Charter school rates of principal turnover used to rise generally with the percentage of students designated at risk, but not now, when they are similar at all levels. The number of schools at the 80-100% level is too small and their opening dates are too recent to be meaningful.

**Table 36: Charter School Principal Turnover by Percent Students at Risk SY 2013-14 through SY 2020-21**

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	2019→ 2020	2020→ 2021	7 yr Total	7 yr Aver
0-20% at risk	4	3	2	3	8	8	7	35	24%
20-40% at risk	5	2	7	3	4	4	4	29	26%
40-60% at risk	15	18	17	15	15	15	11	106	32%
60-80% at risk	5	8	10	9	13	7	3	55	26%
80-100% at risk	0	0	0	1	3	0	0	4	21%
<b>Charter total</b>	<b>29</b>	<b>31</b>	<b>36</b>	<b>31</b>	<b>43</b>	34	25	229	28%

### COMPARISONS WITH PRINCIPAL TURNOVER ELSEWHERE

Principal turnover is a national problem that analysts say has worsened in recent years. DCPS rates lately are comparable to those nationally, while charter school rates are high. We found no studies of principal turnover in the most recent years.

**Table 37: Principal Turnover Rates Nationally and in Cities**

	Overall	Elementary	Middle school	High school	High poverty	Low poverty
DCPS principals 2014-2021	19%	24%	28%	28%	26%	24%
DCPS principals 2017-2021	16%				18%	12%
DC charter 2015-2021	28%				29%	25%
Nation 2017	18%	18%	18%	16%	21%	17%
Nation 2013	23%					
Nation traditional 2017	17%					
Nation charter 2017	22%					
Nation cities 2017	19%					
Miami-Dade 2004-2009	22%	21%	23%	25%	28%	18%
San Francisco 2003-2009	26%					
Milwaukee 2000-2008	19%					
New York City 1999-2008	24%					
Philadelphia 2008-2016	24%				37%	

- The most recent NCES study reported the national average for principals' leaving their school as 18%, down from 23% four years earlier. The figure for charter schools was a little higher than that for traditional public schools (22% vs. 19%). Goldring & Taie (2018).
- The same studies found the city average for principal turnover to be 19% most recently, down from 26% four years earlier.
- Studies of four individual big city districts—Miami-Dade, San Francisco, Milwaukee, and New York City—reported principal turnover ranging from 19%-26%. Beteille et al. (2011)
- Principal turnover rates in both Philadelphia and Pittsburgh average 24% annually, compared to 19% statewide in Pennsylvania. Philadelphia charter school rates were 35% and traditional school rates 24%. Steinberg & Yang (2019)

As the table above shows, both NCES studies found rates to be almost the same by school level (elementary, middle, high school) but higher as the percentage of low-income students rose. Again, percentages in all categories were lower than in the study four years before. In the District, the highest-poverty schools lose 26-30% (DCPS) and 26% (charter) of their principals annually, while the lowest-poverty schools lose 21% (DCPS) and 24% (charter). However, there is little correlation with poverty levels, while across the country there is. As set forth in the sections on teacher turnover DC at-risk metrics can be compared only roughly with the free lunch eligibility statistics. The NCES studies found principal departure rates for schools less than 75% of their students free lunch eligible to be 17%, and rates for schools with 75% or more free lunch eligibility at 21%, both figures being less than they were four years previously.

## QUESTIONS NOT ANSWERED AND FURTHER RESEARCH NEEDED

This study is limited to reporting levels of teacher and principal turnover on the basis of data publicly available. There are a few unanswered questions about the accuracy and the scope of the data, but answers are unlikely to affect the overall results. Refining the data and analysis, however, leaves the big questions that need further research. **The most immediate is whether the big drop in teacher turnover is a one-time phenomenon occasioned by the circumstances of the 2020-2021 COVID-19 pandemic.** Another new question is whether there is a strong relationship between the decline in teacher attrition and the rise in the number of principals staying at their schools for longer periods. The DC State Board of Education has made considerable progress in ascertaining why DC teachers and principals leave their schools or leave their charter LEAs altogether, but more research is needed given the unusual working and employment-seeking conditions of the last two school years. And certainly further work is needed on what the schools and the District's leadership can and should do about it.

Apart from teachers and principals who fail to renew their licenses, are terminated, or die, ascertaining the reasons they leave is a complex business. For example, those who say they are leaving due to relocation or retirement might not do so if they were happier with their working

conditions; on the other hand, they may be leaving for personal reasons reluctantly but of necessity. How many leave in anticipation of a problematic evaluation? How many teachers leave due to a poor relationship with their principal or their fellow staff members? They leave for many reasons, often in combination. Where do they go and why? What does research tell us about the most likely ways to reduce turnover? And what can those who leave tell us that would enable us to improve retention rates?

In the last three years, the D.C. State Board of Education, working with EmpowerEd, a teacher advocacy organization, and the Washington Teachers' Union (WTU), has carried out considerable research on these questions. The State Board sponsored meetings and held a series of hearings addressing these questions. An SBOE report summarizing the resulting themes and recommendations adds to the listing below from the original SBOE report.<sup>4</sup> This report includes input from an online feedback portal for community members to propose ideas on teacher retention and vote on existing suggestions. In March 2019, the SBOE followed up with a research study including an electronic survey, focus groups, and follow-up interviews, investigating why teachers voluntarily resign along with their characteristics. The resulting report included recommendations for District education and other government officials.<sup>5</sup> During the current SY 2020-21, the SBOE also surveyed over 1,000 public school teachers from 185 different schools, including every DCPS school and the majority of public charter schools on their experience with virtual education, the effects on students, their comfort level on returning in in-person schooling, the support they need in both settings, and items related to well-rounded education and teacher retention.<sup>6</sup>

Ideally everyone who leaves a public school in DC would be interviewed carefully by independent researchers in whose keeping of confidentiality they would have full trust, who would then do a full-scale analysis. Short of this somewhat costly approach, the State Board may wish to supplement its work so far by adopting the approach of the 2009 study by the Consortium on Chicago School Research (CCSR), which analyzed teacher personnel records, including teacher background and demographic data, over a four year period and linked them to teachers' schools and to student and school administrative and exam records. Allenworth et al. (2009). Factors considered there were:

- Teacher gender, race/ethnicity, age, college degrees, undergraduate college, and first-year status in the Chicago schools
- Economic status of students in the school
- School racial and ethnic composition

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<sup>4</sup> <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/2019-01-10-MEMO-Teacher%20and%20Principal%20Retention%20Recommendations.pdf>. Links to the meetings and hearings themselves appear at <https://sboe.dc.gov/page/teacher-retention>

<sup>5</sup> <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/2020-02-29-FINAL-2020%20Teacher%20Attrition%20Report%20%2B%20Cover%20Memo%20%2B%20Reply%20Letters.pdf>. The report expresses confidence in the methodology and sample size, but acknowledges the desirability of a larger sample for future research.

<sup>6</sup> <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/2021-03-17-FINAL-DC%20State%20Board%20All-Teacher%20Survey%20Report%20%28March%202021%29.pdf>

- School size
- Average test scores of school students
- Student mobility rates
- Concentration of poverty in the school neighborhood
- Whether the school had a first-year principal
- School's "probation" status
- Crime data in the Census block group of the school
- Neighborhood conditions from Census files, including the percentage of unemployed males over age 25, the percentage of families below the poverty line, the mean level of education, and average income in the census block group

Data not available that the Chicago researchers believed would be useful:

- Measures of teaching quality
- Data about teacher pre-service preparation
- Teacher salary
- Data on teaching-out-of-field
- Data on where teachers who leave the school system end up

Other data:

- Correlation with school enrollment decline; when schools lose students, they usually have to excess teachers
- Teacher subject area, particularly areas that are harder to staff (e.g., special education, English as a Second Language, math, science, and technology)
- Measures of school climate

Another in-depth study that could provide guidance for DC work is Marinell & Coca (2013), which studied middle school teacher turnover in New York City through analysis of NYC Human Resource records from the previous decade, surveys of current full-time middle school teachers and case studies in four public middle schools.

This kind of study can only be carried out by researchers with the technical capacity to handle multiple complex databases and to satisfy the protocols to maintain student and employee privacy. Realistically, not all the above factors need be included; an analysis of research findings elsewhere could identify the most promising areas for exploration. For example, the Chicago study found that teacher turnover is highest in schools that are majority low-income and mostly African American and

Latinx, and found particular significance within these schools in teacher-parent relationships, teacher perception of students' behavior, teacher sense of collaboration with colleagues and principal and teachers' control over their work environment, including conditions "that limit their ability to do their job". But this is only one study, and the District is not like Chicago in various respects, including demographic makeup and school policies of various kinds. What are the similarities with and differences among schools and population in other cities with robust research on teacher and principal turnover?

Questions not answered in this study have been approached and to some extent answered by SBOE work described above, but more could be done, particularly with regard to the effects of the 2020-2021 COVID-19 pandemic.<sup>7</sup> They include:

### ***Data***

- The data source for DCPS teachers is mid-year point in time staff lists and for principals annual DCPS directories. How many teachers and principals are not included in these one-year point-in-time rosters because they enter as the school year begins and leave before mid-year? What are the rates when mid-year departures and short-term leaves of absence are taken into account with precision?
- Mid-year departures are extremely disruptive for students and schools. How many teachers and principals leave their schools at any point mid-year?
- The source for charter schools is a self-reported teacher "*attrition*" rate, which in a number of cases turned out actually to be the teacher *retention* rate. (See the discussion in Appendix I.) How accurate are these rates?
- What is the multi-year rate of teacher turnover at the school level based on data from across each year rather than single point-in-time?

### ***Why Do Teachers and Principals Leave?***

- What is the relationship of teacher turnover to the school factors used, for example, in the Chicago study *and* to enrollment decrease and increase, principal change, salary levels, student discipline policies and practices, and measures of school security and school climate?
- What are the characteristics of the teachers and principals who leave apart from IMPACT rating (for DCPS only), and the ward, grade configuration, and percentage of at-risk students of the schools they leave? What is their certification status? In addition to the data used in the

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<sup>7</sup> Legislation formulated by the State Board to address such questions was introduced in the DC Council in October, 2019. It would require the Office of the State Superintendent of Education (OSSE) to publicly report data relevant to understanding teacher retention and attrition and provide an annual report of their findings. Findings were to include school, local education agency, and state level data on why teachers decide to leave the teaching profession as well as report on the use of long-term substitute teachers in schools. It would also report on unfilled vacancies that remain at the beginning of a school year. The State Board hopes to have it re-introduced in the current legislative session.  
<https://lms.dccouncil.us/downloads/LIMS/43519/Introduction/B23-0515-Introduction.pdf>



Chicago study, what are their levels of experience? Have they worked in other school systems, and if so, similar to or different from DC?

- Are there patterns of transfers within DCPS? What are the salient characteristics of sending vs. receiving schools?

***What Can and Should We Do to Limit Teacher and Principal Turnover?***

- To what extent are the conditions linked with turnover under school control and to what extent is mobility inevitable due to teacher and principal life circumstances? To what extent is it desirable, to maintain school quality and bring in fresh knowledge and perspectives?
- What are the implications of research findings for recruitment, induction, professional development, mentoring, professional incentives, and teacher and principal placement?
- How does teacher and principal turnover affect the District's students, schools and school systems specifically?

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## **APPENDIX: NOTES ON DATA AND METHODOLOGY**

Throughout the report, differences in the total numbers of schools as to teachers vs. principals and by ward, by grade configuration, and by percentage of students designated at-risk are due to differences

in data sources, and in the schools covered by the particular table. For example, in some years DCPS staff lists do not differentiate between middle school and high school components of some education campuses, while in others they are identified separately. Because they share principals and often some staff members they are treated in combination in this study. A number of charter schools have multiple campuses, which are treated separately in some data sources and combined in others. For example, some charter school annual reports separate their campuses in reporting teacher numbers and attrition and others do not, while the PCSB website listings separate most.

In the case of percentages of students designated at-risk, adult and alternative schools in both sectors are not eligible to receive at-risk funding, and they are therefore not shown in any publicly available data sources. Because many of their students would fall within the at-risk definition (homeless, foster care, welfare, food stamps and overage for their grade level) for other purposes, those schools are omitted from the at-risk analyses, since to include them as having no at-risk students would be highly misleading.

The sources of data for DCPS, unless otherwise identified are

- For teacher data: database assembled from annual mid-year DCPS staff lists, variously called Schedule A, PeopleSoft Report, Agency FTE Listing, and Position Listing. These were obtained from DCPS document submissions to the DC Council in connection with annual performance oversight hearings and from FOIA requests. They include teacher name, employee ID number, and school or department. The Council submissions in various years can be found at: <http://dccouncil.us/budget/2021>.

Teachers were tracked individually from year-to-year at each school separately, by employee ID look-ups supplemented by manual checks and comparisons.

The numbers for SY 2012-13 are surprisingly high and those for SY 2013-14 are surprisingly low. There may be a problem with the SY 2013-14 lists; perhaps some prior year teachers who remained in the system were not included in any of several lists obtained, but checks and comparisons among several different lists for SY 2013-14 failed to resolve the issue. However, in view of the consistency of all other numbers, including longer-term averages, the two years may balance each other out.

- For school level and percentage of students at-risk: annual enrollment audits commissioned by the Office of the State Superintendent of Schools (OSSE), available at: <https://osse.dc.gov/node/604172>.

- For school free lunch eligibility in years before the at-risk designation is available, spreadsheets downloaded from DC Council website contemporaneously (no longer available there).
- For DCPS principals: database assembled from annual school directories posted on the DCPS website, and downloaded contemporaneously with the school years in question.

The sources of data for public charter schools are:

- For total teacher numbers and attrition rates, annual reports submitted to the D.C. Public Charter School Board. These reports were obtained by FOIA from the PCSB. They are all in .pdf files, differing in format from one school to another, so that the figures had to be copied manually into spreadsheets. Because of this and because charter schools change significantly in size and grade levels from year to year, we limited this exercise to the last four years. Annual reports for the most recent year only are on the PCSB website at: <https://www.dcpsb.org/report/evaluating/charter-school-annual-reports>.

The PCSB standard format defines “teacher” as “any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.” Schools interpret this definition differently. Each charter school has its own set of job titles, not all of which are obvious as to what constitutes “instruction” and “at least 50% of the time.” A count of likely titles from staff rosters in a random sample of 14 charter school 2015-16 reports indicated that overall, charter school turnover figures are not fully comparable with either DCPS classroom teacher or DCPS ET-15 figures but are somewhere in between. Five of the 14 counted only staff with the job titles cited in the definition, while nine counted others as well.

Note also that in each year a few schools failed to include these figures in their annual reports; this occurs with different schools in different years. In the tables here, N/A is used in years where schools are not yet open; N/R is used for instances where schools are open but have not reported the particular figure in question.

Also, in a small number of cases the schools appear to have confused teacher *attrition* with teacher *retention*. To check this, wherever the reported percentage was higher than 50%, we compared annual report staff rosters in successive years. In most cases, the attrition rate actually appeared to be less than 50%, so we inverted the percentage to lower it. In the latest reports this did not appear to be a problem.

- For percentage of students designated at-risk: annual enrollment audits commissioned by the Office of the State Superintendent of Schools (OSSE), available at: <https://osse.dc.gov/node/604172>.

- For charter school principals: database derived from a combination of the names listed in charter school annual reports, PCSB website profiles, directories, and individual school websites. The most recent annual reports are at: <https://www.dcpsb.org/report/evaluating/charter-school-annual-reports> and most recent PCSB website profiles are at: <https://www.dcpsb.org/find-a-school>.